



Writing with an Author's Eye

Instructional Systems Design

M.B., Ashley Horton, E.M.,

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A Graduate Project

Instructional System Design, IS_LT 9471 Dr. Jane Howland

University of Missouri

Executive Summary:

Teachers have never been under more pressure. Pressure to perform. Pressure to cover the curriculum. Pressure to meet standards. Pressure to ensure high scores on standardized tests (Harvey, Goudvis 2007). In this eLearning Professional Development course teachers will be instructed through three modules guiding them through deconstruction and reconstruction of writing, the writing process, and how to integrate writing in other subject areas such as Science. Our goal is to compile information and resources in an organized area to relieve some pressure on the content area of writing.

[Writing With an Author's Eye](#)

Project Team

Name	Role	Contributions
<i>M.B.</i>	Project Manager	I contacted Dr. Wren, ensured all members participated, reached out to team members when needed, and confirmed progress with task manager. In addition, I managed the third tab on the Wix Website (Integrating Writing) and contributed most heavily to this topic.
<i>Ashley Horton</i>	Task Manager	I ensured the project was on track with deadlines, organized the calendar, and made reasonable adjustments as needed. In addition, I managed the first tab on the Wix Website (Deconstructing & Reconstructing) and contributed most heavily to this topic.
<i>E.M.</i>	Reflector	I guided the consensus-building process and helped our team agree on our plan of action. I observed team dynamics and behavior with respect to the learning process. I reported to the team periodically during the activity on our progress. In addition, I managed the second tab on the Wix Website (Writing Process) and contributed most heavily to this topic.

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Broad Goals and Big Ideas

Desired Results

With a push for students to deepen their critical thinking skills and perform well on high-stakes tests, they need more practice writing. Districts often provide little to no training in writing instruction and many teachers fail to set aside time for writing on a daily basis. One goal of this project is to not only teach teachers effective writing skills but to recognize that writing is to construct meaning through the learners thoughts, experiences and knowledge. Another is to provide practical applications for upper-elementary teachers to integrate writing throughout the school day. This professional development training will guide teachers in expanding writing lessons to reading, social studies, mathematics, and science.

- a. Deconstructing and Reconstructing - Before a student can write quality text, they need to understand all of its inner-workings. Students need to analyze mentor texts and deconstruct them, to the basics, before being able to strengthen their own writing.
- b. Writing Process - The writing process has many faces. Students need to record information and ideas, but also to synthesize, analyze, compare, and contrast that information and those ideas.
- c. Integrating Writing - Because of its versatility, writing can be integrated in many subject areas. Teachers can encourage students to write every day, without having to set aside specific time for writing instruction alone.

Learning Objectives

Deconstructing and Reconstructing

1. Goal 1: Upper elementary teachers of ABC Elementary School will learn how to use mentor texts to support their students' writing.
 - a. Learning Objective: Upper elementary teachers will be able to develop a small-group lesson using a familiar mentor text that identifies the specific and relevant words that are used to create a mental picture of the story.
2. Goal 2: Students will learn how to use familiar stories to strengthen their writing.
 - a. Learning Objective5: Students will be able to revise a piece of their writing by adding specific and relevant words to assist the audience in creating a mental picture of their story.

Writing Process

1. Goal 1: Students will be able to understand writing as a process that has several stages they go through to create a published piece.
 - a. Learning Objective: Students will be able to recognize and vocalize what stage of their writing process they are in using visuals.
2. Goal 2: Teachers will be able to support students in the many phases of the writing process with ideas, samples and strategies.
 - a. Learning Objective: Teachers will be able to analyze a students work and provide strategies and guiding questions to help the student in the many phases of the writing process using rubrics, modeling, and visuals.

Integrating Writing

1. Goal: Teachers will recognize the need for integrating writing throughout the school day and learn about ways to incorporate more writing activities.
 - a. Learning Objective: Following a professional development training with samples, an upper-elementary teacher will design a lesson in math, science, or social studies that incorporates one strategy for integrating writing.

Needs Analysis

To gain an understanding of the ABC Elementary School Teachers' training needs on the development of writing in upper elementary classrooms, the team will conduct a Needs Assessment. In developing this assessment, the team must include the following requirements:

- Data collection instruments that will provide quantitative and qualitative information
- Multiple methods of data collection
- Multiple sources of data collection

In order to accurately determine the training needs of teachers at ABC Elementary School to teach students how to analyze author's writing, improve their own writing, incorporate writing in other subjects, and utilize technology, the Needs Assessment will collect data in these areas:

- The district or principal's writing expectations for upper elementary school students, including how many instructional minutes they desire teachers to devote to writing
- The current reality within the school as it relates to writing instruction
- The teachers' attitudes toward teaching writing
- The perceived outcomes of the lack of writing instruction or tools in terms of student performance
- Ideas for possible solutions

- Status of current curriculum

The team will collect data using **a) surveys, b) interviews, c) observations, and d) analysis of state writing scores** for the students at ABC Elementary School.

The primary target audience of this training is upper-elementary school teachers at ABC Elementary School. These teachers have a variety of responsibilities within their job requirements. They each operate self-contained classrooms where they teach reading, writing, math, science, and social studies on a regular basis throughout the day. Typically, this results in individuals following district curriculum and supplementing with best teaching practices. Due to a lack of guidance in the subject of writing, the district and principal have planned a 1-day professional development training to better equip their teachers with the tools they need to help students succeed. Following the face-to-face training, teachers will access resources on a supplemental website as they begin writing lesson plans and meeting the learning objectives.

The team designed the Needs Assessment strategy to determine where teachers need help with writing instruction. Do they feel the need to prioritize their time teaching other subjects? Do they have a lack of resources or tools to successfully teach the writing process? Are they seeking ways to incorporate writing into other subjects? The assessment will consider teachers' attitudes toward writing instruction, available resources, and current understanding.

Survey

The first form of data collection is the "Teaching Writing Survey." This is designed to create a picture of the school's current reality regarding writing instruction. Are teachers satisfied with

the amount of materials and training they have received from the district in this subject? Do they like teaching writing more or less than other subjects? How much time in a typical school day do they devote to writing instruction and activities? This survey will be distributed electronically to every 4th and 5th grade teacher at ABC Elementary School. The principal will require the survey to be completed in one week's time.

The web-based, online method of data collection will allow for a detailed and efficient analysis of results. Visual charts and bar graphs will help the team quickly determine the areas of highest need. By examining both the qualitative and quantitative results of the surveys, the team will gain a clearer understanding of the teachers' perceptions of writing in their classrooms and steps toward improving instruction. The team assumes 100% of the population will complete the survey with 3% margin of error.

This survey can be found in **Appendix A.1.1 Teaching Writing Survey**

In addition, administrative personnel will complete a separate survey to set forth their expectations of the writing training. When taking the survey, they will respond in relation to the performance of teachers at ABC Elementary School. Individuals such as the principal, district instructional coach, building literacy lead, and possibly other district leaders like the superintendent will complete this survey. These stakeholders can share their experiences and vision for the school and district as a whole. They most likely have a deeper understanding of state testing and future educational requirements than teachers in charge of only a single grade-level. The perspectives of administrative leaders will provide the instructional team with

insights that may be overlooked in the teacher survey alone. The principal will determine which stakeholders should take this survey and distribute accordingly. It is assumed that at least 5 individuals will complete this survey to provide feedback in the beginning stages of design.

This survey can be found in **Appendix A.1.2 School Writing Survey**

Interviews

Interviewing teachers is critical to our needs analysis. Teachers are our best resources on their practice and all interviews were informal. These informal interviews give us a better insight on their understanding, perceptions and motivations. The eight teachers were asked the same three questions. While interviewing I wrote down notes and observed their demeanor.

1. How can we help you in the writing process?
2. What do you need from ABC Elementary School to help during the writing process?
3. How do you currently teach the writing process?

After interviewing eight teachers in grades 4th and 5th, it came to my attention that teachers needed more guidance on how to prepare students for the writing process. Teachers requested samples and live tutorials. They also requested assessment tools to use with the writing process. While observing their demeanor I noticed that 2 out of 8 teachers seemed “closed off” to the interview. They had their hands crossed, did not offer to show me student work, nor did they seem excited that we were there trying to help. One teacher made the comment, “There is always something new that is thrown at us, this too will be a phase.” Another teacher mentioned that her clientele is “just tough to work with.”

Data collected is in **appendix A**.

Observations

In order to get a complete profile of what writing looks like at ABC Elementary, the training team will conduct multiple walkthrough observations in the 4th and 5th grade classrooms. These observations will be informal and conducted during the scheduled writing and reading instructional times. Observers will be looking for the following pieces of the workshop model:

- Curriculum and lesson components
- Classroom environment
- Assessment

Observers will use a data collection form to keep track of their findings. Upon completion of the walkthroughs, all data will be analyzed to determine the needs of the training and resources needed. It is important to note that the observation form is subject to change based on the needs of the district. Once the training team gathers more information regarding the district or principal's writing expectations from the surveys distributed, the observation tool will be adjusted accordingly.

This data collection form can be found in **Appendix A.1.3 Writing Observation Notes**

Task Analysis

For a broad overview of tasks, view the KASI found in **Appendix A.1.4**

II. Evidence of Acceptable Results

Formative Evaluation

The design team will conduct a formative evaluation during the professional development training and after the learners have viewed the supplemental website. These assessments will optimize the quality of the professional coaching. Specifically, the team will address elements of design that helped learners effectively understand writing instruction and implement their knowledge when planning and delivering lessons. Throughout the training portion, the project team will ask learners to show their understanding by holding up 1 to 4 fingers, with 1 meaning “I don’t understand,” and 4 meaning “I understand and can teach others.” Following the training, learners will complete the “Exit Ticket” found in **Appendix A.2.1**. This evaluation provides learners with space to share their feedback on the overall training and reflect on ways they can apply the information to their own classroom.

Finally, as learners begin planning lessons on their own, they will refer back to the training website for resources and support. An online survey will allow staff members to share their thoughts on the usability of the website. They can discuss their level of satisfaction with each content page and discuss which elements were most helpful. If they encounter difficulty understanding, downloading, or accessing any information, they can respond in the appropriate section. Results of this survey will help the design team make adjustments to better meet the needs of future learners. This survey can be found in **Appendix A.2.2**.

In addition, the project team will create a comments tab so learners can provide immediate feedback on the webpage. This will be especially useful if the learner encounters a broken link or element. The response will be emailed to the design team to provide for quick communication.

Finally, stakeholders will complete a separate survey at the end of the professional development training. Only stakeholders present for the training will complete this evaluation. Therefore, some leaders who took the initial survey, such as those at the district level, may not be included in this final portion. Providing administrators with space to share feedback will inform the design team if the training met the goals of the invested evaluators. The principal and superintendent of ABC Elementary School can evaluate the training in terms of effectively answering their teachers' questions about writing instruction and rate their satisfaction with examples and resources presented. This survey can be found in **Appendix A.2.3**.

Summative Evaluation

In order to gain an understanding of the effectiveness of the training in helping teachers improve writing instruction in their classroom, the project team will implement three summative evaluation measures in the following areas: deconstructing and reconstructing, the writing process, and integrating writing.

- a. Deconstructing and Reconstructing
 - i. Description of Task - The project team will return to ABC Elementary School three weeks following the training to conduct interviews as well as evaluate the use of mentor texts as a way to support students' writing.

Teachers will sit down with a member of the training team and discuss their mini-lessons, their thoughts on the resources provided, and their overall feeling towards teaching writing at this point in time. Data provided from these evaluations will aid in the revisions made to the training program and ultimately determine if the goals of the project team were met and if more training is necessary.

ii. Key Questions -

1. Regarding a mini-lesson -

- a. What made you select this specific mentor text?
- b. What features in this text made it a solid piece of writing?
- c. How did you plan your mini-lessons after identifying the important features?
- d. What were your learning goals?

2. Were the resources provided on the website sufficient? What other ideas would you like to see?

3. How comfortable are you with deconstructing mentor texts with your students? What makes you feel that way?

4. How has your students' writing changed, if at all, since implementing the strategy of deconstructing text?

b. Writing Process

- i. Description of Task - The project team will return to ABC Elementary School three weeks following the training to conduct interviews as well as

see student samples of their writing process. Additionally, teachers should address and share samples of each phase of the writing process or strategy and recognize that it looks different for each student. Teachers will share if the resources provided were sufficient. The feedback provided will enhance the teaching and learning process to gather more detailed resources and provide more hands on learning.

ii. Key Questions

1. Did the strategies of the writing process help you implement the teaching to your students? If so what strategies did you use?
2. Were the resources provided helpful? If so which were more helpful than others and why?
3. How can we better assist in your learning?

c. Integrating Writing -

- i. Description of Task - The project team will return to ABC Elementary School three weeks following the training to conduct interviews. During the interviews, teachers will evaluate the effectiveness of the course. The team will ask questions about the teacher's application of integration strategies in their planning and delivery of lessons. In addition, they will discuss the teachers' satisfaction with the course overall. This will share important data with the designers in determining whether or not the training provided teachers with the necessary resources to successfully

integrate writing and whether or not teachers were satisfied with the course instruction.

ii. Key Questions -

1. What insights did the training provide for integrating writing with other subjects?
2. How can integrating writing with other subjects help students?
3. What strategies have the teachers planned for and implemented in the weeks following the training?

III. Learning Experiences and/or Instruction

Learner Analysis

Exploring upper-elementary teachers' motivations to improve writing instruction, current reality, and perceptions of present instructional practices, will guide the project team in developing training for ABC Elementary School. It is important to consider the teachers' previous training in this subject to understand what foundational skills they already possess. Furthermore, investigating the teachers' learning preferences, strengths, and weaknesses will help the team customize learning to meet their needs, which in turn makes the training more productive. The team will collect data by distributing surveys, conducting interviews, posting a response board in the teachers' lounge, and observing lessons in the upper-elementary classrooms during writing instruction in the weeks leading up to the training. If the team is unable to attend the school directly, the teachers will record and submit videos online or arrange for Skype sessions.

Orienting Context

Learner Factors	Data Collection Tools
<p><u>Current Behaviors</u></p> <ul style="list-style-type: none"> • What present skills or strategies do teachers utilize during writing instruction? (1, 2, 3, 4, 6) • How is the teaching received by students? (6) • What are administrators' perceptions of current teaching practices in writing? (2, 4) <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> • What level of education has each upper-elementary teacher obtained? (1) • Which trainings have these teachers attended in the past? (1, 2, 3, 4, 5) • What resources has the district provided in the area of writing instruction? (1, 2, 3, 4, 5) <p><u>Characteristics</u></p> <ul style="list-style-type: none"> • How long has each teacher been working in this field? (1) • How long has each teacher been employed at ABC Elementary specifically? (1) • How much time do teachers devote to writing instruction in a typical school day? (1, 2, 3, 4, 5) • What level of collaboration do the teachers use when planning 	<ol style="list-style-type: none"> 1. Surveys for Teachers 2. Surveys for Administrators 3. Interviews Conducted with Teachers 4. Interviews Conducted with Administrators 5. Response Board Posted in Teachers' Lounge 6. Observations of 4th/5th grade classrooms during writing instruction

<p>and delivering lessons? (1, 3, 5)</p> <ul style="list-style-type: none"> Are the teachers interested/motivated to access training materials and additional resources online following the training? (1, 3, 5) 	
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Instructional Context

Learner Factors	Data Collection Tools
<ul style="list-style-type: none"> How satisfied have teachers been with past trainings at ABC Elementary School? What elements have been most helpful? (1, 3, 5) How do the teachers prefer to learn new concepts to apply in their classrooms (1, 3, 5) In what type of activities would the administrators like to see the teachers participate during the training? What do the administrators hope will change as a result of this training? (2, 4) What positive things are already happening in classrooms that the project team could build upon during the training? (6) 	<ol style="list-style-type: none"> Surveys for Teachers Surveys for Administrators Interviews Conducted with Teachers Interviews Conducted with Administrators Response Board Posted in Teachers' Lounge Observations of 4th/5th grade classrooms during writing instruction

Transfer Context

Learner Factors	Data Collection Tools
<ul style="list-style-type: none">• What instructional strategies for writing should the training build upon? (3, 4)• How will teachers implement material from the training in their classrooms (1, 2, 3, 4, 6 - Post Training)• How will teachers share ideas and strategies? (5)	<ol style="list-style-type: none">1. Surveys for Teachers2. Surveys for Administrators3. Interviews Conducted with Teachers4. Interviews Conducted with Administrators5. Response Board Posted in Teachers' Lounge6. Observations of 4th/5th grade classrooms during writing instruction

Assumptions

The project team formed the following assumptions while outlining the learner analysis for the writing teacher's training:

1. The upper-elementary school teachers are familiar with good teaching practices in general and know how to formulate lesson plans and carry out instruction.
2. The teachers at ABC Elementary School are in need of additional resources or strategies for improving writing instruction and better preparing students to meet the demands of writing on state tests and in future pursuits.
3. The administrators recognize multiple potential benefits of the training and show support for the upcoming professional development day. They encourage their teachers to respond to surveys, complete interviews, and come to the training with an open mind. They show enthusiasm for experimenting with new strategies.
4. Teachers' time is spread thin - both in planning and instructing. The project team assumes teachers will devote some time to formulating lessons that incorporate ideas from the training and also recognize that implementing changes may be a slow process. They plan to provide some time during the training to work on plans and make the devoted time as applicable to teachers' needs as possible.
5. The team assumes all upper-elementary teachers can write multi-paragraph essays with introductions, conclusions, transition words, and use a variety of sentence structures. Teachers know how to edit and revise their work and are familiar with the writing process.

Contextual Analysis

Contextual analysis was developed by the project team, 4th and 5th grade teachers, specials teachers, administrators and training session instructors for ABC Elementary School who will complete the eLearning PD ‘Writing with an Author's Eye.’ It is divided among learning and performance context, focusing on current learning context, cultural context, theoretical context and future performance context. In addition, further data collection will occur through interviews, observations, and site visits.

Learning and Performance Context

Career Environment of the Instruction	Learner	Current Learning Context	Cultural Context	Theoretical Context	Future Performance Context
Upper Elementary at ABC Elementary School	4th and 5th Grade Teachers	Teachers collaborate on a weekly basis. Teachers receive short monthly training in a range of areas from school principal.	8 teachers (7 Caucasian 1 Hispanic) with differing backgrounds and years of experience. Somewhat resistant to change because of limited time and resources to roll out new programs.	Teachers follow district language arts curriculum, but spend little time instructing on writing alone.	Deconstructing and Reconstructing of Writing - Teachers will incorporate explicit writing instruction by analyzing authors' works with students.
Upper Elementary at ABC Elementary School	4th and 5th Grade Teachers	Teachers collaborate on a weekly basis. Teachers receive short monthly training in a range of areas from school principal.	8 teachers (7 Caucasian 1 Hispanic) with differing backgrounds and years of experience. Somewhat resistant to change because of limited time and resources to roll	Teachers follow district language arts curriculum, but spend little time instructing on the writing process. Students are unsure of objectives and seem lost and	Writing Process - Teachers will explicitly teach the steps of the writing process to students.

			out new programs.	bored.	
Upper Elementary at ABC Elementary School	4th and 5th Grade Teachers	Teachers collaborate on a weekly basis. Teachers receive short monthly training in a range of areas from school principal.	8 teachers (7 Caucasian 1 Hispanic) with differing backgrounds and years of experience. Somewhat resistant to change because of limited time and resources to roll out new programs.	Teachers implement instruction in all subject areas, but fail to integrate writing full scale.	Integrating Writing in Core Subjects - Teachers will integrate writing in multiple areas throughout the school day to provide students with more opportunities to practice and think deeply.
ABC Elementary School	4th and 5th Grade Teachers	Have Old Resources Share Resources Between Teachers Teachers Supplement Curriculum with Online Resources	8 teachers (7 Caucasian 1 Hispanic) with differing backgrounds and years of experience. Somewhat resistant to change because of limited time and resources to roll out new programs.	Help students effectively process, retrieve and transfer strategies in writing	Will have updated resources, and incorporate objectives from all three components of the PD.
ABC Elementary School	Special Teachers	Have old resources Share Resources Between Teachers Use Online Resources from Teachers Support Teachers and Students	4 Caucasian teachers with little training in lesson planning or designing instruction.	Aid the teachers through behavioral supports, helping lower-level learners, and implementing IEPs	Will have updated resources, and incorporate objectives from all three components of the PD.
ABC Elementary School	Administrators	Follow District Policy Supports Teachers	2 Caucasian - One male and one female Both have been working at the school for five or more years.	Support Teachers Listen to Concerns Review Data	Overall understanding of the writing objectives for 4th and 5th. Budget for updated writing resources.

Assumption

The following assumptions have been made following the contextual analysis of the planned eLearning P.D.”Writing with an Author’s Eye.”

1. Every teacher has access to a teacher laptop and the appropriate access to complete the eLearning P.D.to complete his/her assigned training.
2. Teachers will be provided multiple resources such as The Writing Strategies Book by Jennifer Serravallo and Lucy Calkins Units, Tools, and Methods for Teaching Writing.
3. Teachers will be provided a list of resources such as graphic organizers, digital tools to enhance writing, teaching tutorials, and note taking using cornell notes.
4. Training team members will be available to all employees for questions pre/post training sessions by email, on site visits, or by video/digital platform.

Types of Learning Experiences

The learning experience for 4th and 5th grade teachers, specials teachers, and administrators at ABC Elementary School will be based on an online eLearning P.D. environment. The learning management system for the training course will be a website <https://mbwm36.wixsite.com/writing>. The course will consist of three modules relating to the following objectives:

- Deconstructing and Reconstructing - Before a student can write quality text, they need to understand all of its inner-workings. Students need to analyze mentor texts and deconstruct them, to the basics, before being able to strengthen their own writing.

- Writing Process - The writing process has many faces. Students need to record information and ideas, but also to synthesize, analyze, compare, and contrast that information and those ideas.
- Integrating Writing - Because of its versatility, writing can be integrated in many subject areas. Teachers can encourage students to write every day, without having to set aside specific time for writing instruction alone.

To begin the training, members of the project team will conduct a broad overview with all of the teachers. Group instruction will provide a space to come together and build excitement for new learning. The trainers will show Shauna Sterkin's video on the homepage of the training website. Then, teachers and administrators can access self-paced training modules through the website and engage with several options. This will allow the learners to be exposed to several types of learning experiences such as videos, resources, and information to aid them in teaching writing. There will be opportunities for self reflection and implementation. Teachers will be asked to report back on how their experiences are going and what they need from the trainers.

The website is available online and accessible at any time. The teachers at ABC Elementary School will be expected to go through the three writing goals within the week of the one-day training. This will enable them to receive the most help from the project team as they implement the learning immediately into classrooms. The modules can be performed at school or at home. Each teacher has access to a school laptop and if modules are completed at work they can link to the school's internet server.

Table of Learning Experiences and Instructional Strategies.

Materials for Training

The project team created sample training materials for each of the learning modules listed on the website. These include:

- Deconstructing and Reconstructing
- Writing Process
- Integrating Writing

These modules address the three goals and learning objectives for the teachers at ABC Elementary School. While the training is self-paced, teachers are expected to complete it within the week of the training kick-off. With a teacher-in-service day at the beginning of the week, teachers will be able to work through the modules and begin implementation immediately. Some modules include printable resources, videos, and response pages. The trainers will provide hard-copies of response pages to the teachers during the group overview. In addition, materials will be added remain online for teachers to access throughout the year. The provided resources and learning modules relate directly to the training's desired outcomes.

See Appendix B.2 for the instructional artifacts.

Implementation Plan

The following implementation plan was developed by the project team and administrators of ABC Elementary, to guide the delivery of the eLearning PD 'Writing with an Author's Eye.' An

implementation log is also provided to note any comments or changes made to the scheduled activities.

Activities guide:

1. Determine and analyze training needs of ABC Elementary
 - a. Discussions with ABC Elementary administrators will begin and a needs assessment will be developed and distributed.
 - b. Two reminders for the completion of surveys will be sent out to participating staff members.
 - c. The training team will convene to analyze the needs assessment and develop the eLearning modules.
2. Creation of the professional development training and supplemental website
 - a. Training kick-off will be one in-service day at the beginning of the week
 - b. Teachers will be expected to complete the self-paced training within the week of the kick-off
 - i. Modules can be completed at school or at home
 - ii. Each teacher has access to a school-provided laptop and may use the district provided server if completed at school
 - c. Trainers will need access to the following items:
 - i. Connection to the district server
 - ii. Use of audio/visual equipment (e.g. projector, screen/SmartBoard, speakers)

- iii. Facility large enough to hold three trainers, twelve teachers, and two administrators

3. Day of Professional Development

- a. Trainers will kick-off the training by using resources on the homepage of the supplemental website
 - b. Teachers will participate in the three module on the website and begin formulating lesson plans
4. Following the training, teachers will spend the next three week implementing ideas from the three modules. Trainers will return after three weeks to conduct interviews and observations with the upper elementary teachers.
- 5.

Implementation Plan Log

eLearning PD 'Writing with an Author's Eye'

Self-paced learning

Duration: Five days with one full, in-service day

Date	Activities	Notes
August 2020	<p>Begin contact with ABC Elementary administrators regarding the need for training.</p> <p>Set dates for training to be held in January of 2021 - one full day of PD</p> <p>Administrators to budget for updated writing resources.</p> <ul style="list-style-type: none"> ● The Writing Strategies Book by Jennifer Serravallo ● Lucy Calkins Units, Tools, and Methods for Teaching Writing. 	<p>Date of training:</p> <p>_____</p>
September -	Creation and distribution of Needs Analysis.	

October 2020	<ul style="list-style-type: none"> Teaching Writing Survey - distributed electronically on a Friday, mid September - due in one week (following Friday) School Writing Survey - distributed electronically on a Friday, mid September - due in one week (following Friday) Two emails sent out to encourage participation of surveys <ul style="list-style-type: none"> 1st email - sent the Monday following the distribution of the survey 2nd email - sent the Thursday before the surveys are due Interviews and Observations - to be conducted first two weeks of October. <p>Data to be analyzed the last two weeks of October.</p>	Date sent: _____ Date sent: _____ Date(s) sent: 1st email: _____ 2nd email: _____
November 2020	Training team: <ul style="list-style-type: none"> Begin compiling resources for supplemental website Administrators: <ul style="list-style-type: none"> receive and distribute writing resources Add date of PD to building calendar 	
December 2020	Training team: <ul style="list-style-type: none"> Continue/finish supplemental website Prepare/finalize formative evaluations <ul style="list-style-type: none"> End-of-training surveys Comments tab on Wix site Prepare summative evaluations - set dates for training team to return to ABC Elementary Administrators: <ul style="list-style-type: none"> Send email to upper 4th and 5th grade teachers to build excitement for PD 	Date(s): _____
January 2020	Administrators: <ul style="list-style-type: none"> Send email to upper 4th and 5th grade teachers to remind of PD <p>Kick-off of training:</p>	

	<ul style="list-style-type: none"> ● Group instruction at ABC Elementary ● View Shauna Sterkin’s video ‘A Room of Writers’ ● Provide a brief overview of the three modules ● Teachers will spend the rest of the training session working through the three modules and formulating lesson plans, collaborating with peers, and self-reflecting ● Formative assessments: <ul style="list-style-type: none"> ○ Exit Ticket (Appendix A.2.1) ○ Website Survey (Appendix A.2.2.) ○ Administrator Survey (Appendix A.2.3.) <p>Following the training, teachers will return to their classrooms and incorporate lessons and ideas from all three modules.</p>	
February 2020	<p>Trainers return to ABC Elementary</p> <ul style="list-style-type: none"> ● Summative assessments: <ul style="list-style-type: none"> ○ Interviews ○ Student samples ○ Observations 	

Resources:

Calkins, Lucy. (2013). A Guide to the Common Core Writing Workshop. Portsmouth, NH:

Heinemann.

Fletcher, R. & Portalupi, J. (2001). Writing Workshop: The Essential Guide. Portsmouth, NH:

Heinemann.

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Appendix A. Task Analysis, Evaluation Materials, Sample Training Materials, Implementation Plan.

A.1.1 Needs Analysis Survey for Teachers

<https://forms.gle/mRAQskXojroE1TrN8>

Teaching Writing Survey

Upper-elementary teachers prepare students to write on high-stakes tests, future college pursuits, and eventually careers. Please answer the questions on this survey to inform an instructional design team of your needs for writing instruction training and tools.

* Required

1. In a typical day, how many minutes are devoted to writing instruction alone? *

Mark only one oval.

- ☐ 0 minutes
☐ 1-20 minutes
☐ 21-40 minutes
☐ 41-60 minutes
☐ 61-80 minutes
☐ 81 minutes or more

2. In a typical day, how many different subjects do you teach? (Ex. Math, Reading, Science = 3 subjects) *

Mark only one oval.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7+

3. In how many of those subjects do you typically assign an activity where students must compose writing? (Composing relates to writing extended responses or paragraphs, not one-word answers on a worksheet). *

Mark only one oval.

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7+

4. Compared to other subjects, how much do you enjoy teaching writing? *

Mark only one oval.

	1	2	3	4	5	
Writing is my Least Favorite Subject to Teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing is my Most Favorite Subject to Teach

5. What is your favorite part about teaching writing? *

6. What is your biggest barrier when it comes to teaching writing? *

7. What do you most need to be successful in teaching writing? *

8. How satisfied are you with the materials the district has provided for teaching writing? *

Mark only one oval.

	1	2	3	4	5	
Not Satisfied (I don't have the materials I need).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Satisfied (I have more materials than I need).

9. How satisfied are you with the amount of training the district has provided for teaching writing? *

Mark only one oval.

	1	2	3	4	5	
Not Satisfied (I have received no training).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Satisfied (I have received more training than I needed).

10. If the district offered a professional development training on writing instruction, how interested would you be in attending? *

Mark only one oval.

	1	2	3	4	5	
Not Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Interested

11. In which areas are you most interested in receiving more training? *

Check all that apply.

- ☐ Teaching students to deconstruct texts
- ☐ Teaching students the writing process
- ☐ Learning how to incorporate writing into other subjects
- ☐ Utilizing technology in writing instruction
- ☐ Other: _____

12. How many years have you been teaching? (Include this year in your response) *

Mark only one oval.

- ☐ 0-3 Years
- ☐ 4-7 Years
- ☐ 8-11 Years
- ☐ 12-15 Years
- ☐ 16-19 Years
- ☐ 20-23 Years
- ☐ 24-27 Years
- ☐ 28+ Years

A.1.2 Needs Analysis Survey for Administrators

<https://forms.gle/5AFk5xCi7mSp1TaL8>

School Writing Survey

Upper-elementary teachers play an integral part in helping students develop solid writing skills and understand the writing process. This work prepares students to write on high-stakes tests, future college pursuits, and eventually careers. As a district or school-wide stakeholder, please answer the questions on this survey to inform an instructional design team of teachers' needs for writing instruction training and tools.

* Required

1. In a typical day, how many minutes should be devoted to writing instruction alone? *

Mark only one oval.

- ☐ 0 minutes
☐ 1-20 minutes
☐ 21-40 minutes
☐ 41-60 minutes
☐ 61-80 minutes
☐ 81 minutes or more

2. Rank the following items by their importance. Teachers should receive more training in helping students: *

Mark only one oval per row.

	Unimportant	Somewhat Important	Mostly Important	Very Important
Deconstruct Author's Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construct Their Own Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow the Writing Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate Writing with Other Subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate Writing with Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Handwriting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. In what other areas related to writing do teachers need more training? *

4. In a typical day, how frequently should a teacher integrate writing with other subjects? *

Mark only one oval.

	1	2	3	4	5	
Rarely (Less than 1 lesson per day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently (Every lesson should integrate writing)

5. When observing classrooms, how frequently do you see teachers integrating writing with other subjects? *

Mark only one oval.

	1	2	3	4	5	
Rarely (Less than 1 lesson per day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently (Every lesson integrates writing)

6. What are your teachers' strengths in terms of writing instruction? *

7. What are your teachers' weaknesses in terms of writing instruction? *

8. What tools do teachers need to be more successful in integrating writing? *

9. How satisfied are you with the materials the district has provided for teaching writing? *

Mark only one oval.

	1	2	3	4	5	
Not Satisfied (Teacher don't have the materials they need)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Satisfied (Teachers have more materials than they need).

10. How satisfied are you with the amount of training the district provides for teaching writing? *

Mark only one oval.

	1	2	3	4	5	
Not Satisfied (Teachers have received no training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Satisfied (Teachers have received more training than they needed)

11. How many years have you been working in the field of education? (Include this year in your response) *

Mark only one oval.

- ☐ 0-3 Years
- ☐ 4-7 Years
- ☐ 8-11 Years
- ☐ 12-15 Years
- ☐ 16-19 Years
- ☐ 20-23 Years
- ☐ 24-27 Years
- ☐ 28+ Years

A.1.3. Writing Observation Notes

bit.ly/2rlniHZ

Writing Observation Notes

Teacher being observed: Grade level: Time of day:		
Look for	Description	Notes
Curriculum and Lesson Components	Whole Group <ul style="list-style-type: none"> Teacher demonstrates strategy or skill focus for lessons using his or her own writing and/on mentor texts. Anchor charts are created with students and accessible. Students engage in accountable talk during lesson. Materials used include: District curriculum (if applicable), teacher-created resources, etc. Independent and Small Group <ul style="list-style-type: none"> Students independently engage in the writing process or confer with writing partners or teacher. Teacher confers with individual students as a "fellow writer," asking questions to help them think through how to improve their writing. Teacher meets with small groups with similar needs to provide further assistance. 	
Classroom Environment	Arrangement <ul style="list-style-type: none"> The room is organized for whole group, small group, and independent/partner work. Student movement/transitions are not distracting. Displays/Student Work <ul style="list-style-type: none"> Anchor charts reflect current instructional areas of focus, procedures, and expectations. Examples of current student work are displayed. Materials/Tools	

Adapted from Farmingdale Public Schools

Writing Observation Notes

	<ul style="list-style-type: none">• A system is in place for students to store their works in progress, editing checklists, and reflection sheets.• Writing notebooks are used to capture writing ideas.• A variety of writing and revision tools are available, including different kinds of paper, markers, pens and pencils, editing checklists, dictionaries, tape, scissors, sticky notes, staplers, and computers.	
Assessment	<p>Both formal and ongoing informal assessments are used to inform instruction and monitor student progress.</p> <ul style="list-style-type: none">• Informal assessments might include writing folders/notebooks, conferences notes, use of teacher-developed checklists to measure progress toward goals, and rubrics for self-evaluation.• Formal assessments include district benchmarks and independent writing projects.	

Additional Notes:

A.1.4. KASI

TERMINAL GOAL: Learners will be able to effectively prepare students to apply writing skills across multiple contexts in upper-elementary school.

KNOWLEDGE:

- Know 4th or 5th grade Common Core State Standards
 - Standards that deal specifically with writing
 - Standards that cover grammar, vocabulary, or spelling
 - Standards in other subject areas that require students to write
- Understand each step in the writing process.
- Understand elements of lesson planning.
- Understand icons of depth and complexity to better integrate writing with other subjects.
- Know a variety of technology tools that can enhance writing instruction.

SKILLS:

- Backwards plan: unpack standards, outline learning intentions and success criteria, develop lesson plans, and evaluate student performance.
- Address learner needs through formative and summative assessment.
 - Identify students who need extra help or extra challenges, and differentiate instruction according to their needs.
- Identify and model strategies authors use when writing.
- Organize steps of the writing process within the classroom so students can concretely move from one step to the next.
- Integrate writing with other subjects.
- Design activities that encourage students to utilize technology when writing and publishing their work.



ATTITUDES:

- Desire to learn more about writing instruction
- Motivated to make changes to current instructional methods as needed.

INTERPERSONAL SKILLS:

- Communicate standards and learning intentions with students.
- Provide feedback to students about their written work.
- Flexibly provide time for writing every day.

A.2.1. Exit Ticket

Writing Training Exit Ticket

1. List three discussion points you found useful:

- 1.
- 2.
- 3.

2. Describe one idea you plan to implement in your classroom this week.

Also, describe one broader goal you hope to implement this quarter.

3. If you were in charge of presenting this training to a neighboring school, what items (if any) would you dismiss and choose not to include?

4. On a scale of 1 - 4, how satisfied are you with today's training?

1. 1 - Not at all satisfied (I did not learn new things I can apply in my teaching.)
2. 2 - Somewhat satisfied
3. 3 - Satisfied
4. 4 - Very Satisfied (I can't wait to try these ideas in my classroom!)

5. Please list any other feedback in the space below.

A.2.2. Website Survey for Teachers

<https://forms.gle/qHXFHvTT31v32ktSA>

Website Survey for Teachers

After visiting the supplemental website, <https://mbwm36.wixsite.com/writing>, please provide feedback on the usability and interface.

* Required

1. What was your main purpose in visiting this website? Check all that apply. *

Check all that apply.

- ☐ I wanted to review content from the training.
- ☐ I wanted to download documents from the training.
- ☐ I wanted to learn more about specific topics from the training.
- ☐ I was just browsing.
- ☐ Other: _____

2. Were you able to accomplish this purpose by navigating the website? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Other: _____

3. How easily were you able to find the information for which you were looking? *

Mark only one oval.

	1	2	3	4	5	
Not easily - I never found what I needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easily - I found what I needed quickly and efficiently

4. Please rate the quality of the information and resources you found on the website. *

Mark only one oval.

	1	2	3	4	5	
Poor Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High Quality

5. Were you satisfied with the navigation options on the website? (Clicking buttons led you to the right destination, home screen, etc.) *

Mark only one oval.

- ☐ Yes
☐ No
☐ Other: _____

6. Please list any suggestions for improving the overall layout or design.

7. Please list other thoughts or comments.

A.2.3. Training Survey for Administrators

<https://forms.gle/ipmFPiEsVTJ7Z8VX7>

Training Survey for Administrators

Following the training on writing instruction, the design team requests administrators to complete this survey. Please evaluate components of the training based on your satisfaction for your teacher learners.

* Required

1. Please type your main goals for having teachers participate in today's training. *

2. Did the training address these goals? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Somewhat
- ☐ Other: _____

3. Please rate the quality of the information provided in the training. *

Mark only one oval.

	1	2	3	4	5	
Poor Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High Quality

4. Please rate the quality of classroom examples provided in the training. *

Mark only one oval.

	1	2	3	4	5	
Poor Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High Quality

5. What do you expect to see when observing writing instruction in your school's classrooms as a result of today's training? *

6. Would you recommend neighboring schools participate in this training? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Other: _____

7. If you could make one change to the presentation, format, or examples, what would you alter? *

8. Please list other thoughts or comments.

A.3.1 Summative Evaluation - Deconstructing and Reconstructing

A.3.2 Summative Evaluation - Writing Process

A.3.3 Summative Evaluation - Integrating Writing

APPENDIX A

Question	Responses from 4 4th grade teachers and 4 5th grade teachers
How can we help you in the writing process?	<ul style="list-style-type: none"> ● Teach us how to begin the writing process ● What is a writing process in this grade level? ● How can we apply authentic learning to the writing process? ● Are there progression guides? ● Rubrics for each type of learning that fit our standards - opinion, narrative, informational writing ● How can we have writing be fun for our students. ● What to do with students that struggle? ● Students come to us without any prior knowledge ● Behavior issues during writing-how to handle it ● How can we encourage students to be creative and use other forms of writing ● Apps for writing or online sites
What do you need from ABC Elementary School to help during the writing process?	<ul style="list-style-type: none"> ● More hands on learning ● Resources ● Live demonstrations ● An all in one access to our questions/materials-I don't want to go searching to find a question I have ● Models of phases ● Models of strategies

How do you currently teach the writing process?	<ul style="list-style-type: none"> ● Materials I see online ● Teachers pay teachers ● Ideas from pinterest ● Old resources ● Asking other teachers ● Intuition
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Culminating Interview

Individuals from the project team will interview each upper-elementary teacher at ABC Elementary to gain an understanding of their ability to integrate writing with other subjects and their overall satisfaction with the training. The interviewer may adjust wording or add clarifying questions as needed to ensure they collect valid responses from the teachers. Valid responses should reflect the teachers' true understanding and opinions.

1. What insights did the training provide for integrating writing with other subjects?
2. How can integrating writing with other subjects help your students?
 - a. Have you seen any evidence after only three weeks of student improvement in writing?
3. What strategies have you used in your lesson planning?
 - a. In what subject area lesson plans have you integrated writing?
4. What strategies have you implemented in the weeks following the training?
 - a. Describe whether or not you feel these strategies were effective.
5. What challenges have you encountered with integrating writing with other subjects?

6. Please describe your level of satisfaction with the resources provided in the training for integrating writing.
7. What further resources or support do you need to be most successful in integrating writing?

A.3.4 Summative Evaluation - Technology Tools

Appendix B

Table of learning experiences and Instructional Strategies

	Types of Learning content	Types of Learning Performance	Rationale
Deconstructing and Reconstructing			
Goal 1:			

