

PCSD Professional Development Plan for the Instruction of Writing

District Name	Plan Begin/End Dates
Plattsburgh City School District	2018-2019 to 2019-2020 school year

Writing Goal		
Goal	Identified Group	Rationale/Sources of Evidence
Upon graduating from PCSD, students will write functionally for a variety of purposes, using a variety of text types and with real world application.	All PCSD students Prek-12	Regents, State, district and school building data identify 50-70% of the cohort aggregate writing scores to fall below proficient. Teacher observation of student work shows lack of writing strategies being utilized during independent writing.

Professional Learning Activities

Year	Activities
2018-2019	<p>Elementary staff (all staff who instruct WWS) will:</p> <ul style="list-style-type: none"> By the end of October, teachers will identify a professional individual goal that they would like to focus on for the year pertaining to WWS. The individuals with like goals (not necessarily grade level groupings) can be grouped together and have an opportunity to meet within and across buildings at least two times per trimester. Peers within a group could also participate in peer observation to share their practice. Create learning opportunities for all staff at faculty meetings that focus on WWS. These opportunities would include a learning experience and time for staff to share evidence consistent with the learning experience. These learning opportunities will happen in 5 out of 10 of the faculty meetings. Principals will walk through classrooms and be present to view instructional practices as they pertain to WWS. Feedback will be left that is inclusive of positive findings and 1 future consideration. <p>Secondary staff will:</p> <ul style="list-style-type: none"> Maintain the current accountability system for collection of Grades 6-12 English writing rosters and

Write On work samples.

- Create cross-curricular collaboration/learning opportunities for grade levels to focus on content writing and ELA support. These opportunities will happen quarterly and require individuals to come to meetings with samples of successful implementation of Write On strategies or other writing strategies. Sample sharing from each provider will create the learning opportunity. Peers can also take the opportunity to participate in peer observation to observe content area implementation of writing strategies. These sharing opportunities can be focused on an area of need for students, a successful strategy, a grade level selected strategy, etc. The focus can be determined by the grade level.
- Principals will walk through classrooms and be present to view instructional practices as they pertain to content writing. Feedback will be left that is inclusive of positive findings and 1 future consideration.

Coaching Development

- A criteria/selection process will be developed to identify teachers for coaching. Identification needs to occur by May 2019.
- Creation of a menu of opportunities for coaches to be utilized within the district. The menu needs to be created by June 2019.
- Summer training of the individuals to be coaches in the summer of 2019.

**2019-
2020**

Coaching

- District Roll Out of Coaching experience.
- Identify menu opportunities that are mandatory to be completed by each building.
- Implement initial components of coaching.

District Writing Expectations for Modeling and Frequency

Modeling

Elementary Expectation:

- Modeling happens every day
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Secondary Expectations:

- Situational modeling should occur based on type of writing. Look for opportunities in courses of study to embed different forms of writing and use modeling. Model with every new text type you teach. Model the components of the text type.

Frequency – how often is writing occurring in our instruction.

Elementary Expectation:

- Writer’s Workshop happens every day. Content specific writing (Social Studies and Science) can be part of Writer’s Workshop. Writer’s Workshop includes shared, guided and independent writing (not all have to occur every day).

Secondary Expectations (English, Math, Sciences, Social Studies):

- Embed a writing task into your content area every week. Examples could include:

Long Term Tasks: research papers, essays, narrative writing, exposition, argument essays, resumes, cover letters, etc.

Short Term Tasks: posters, reflecting facts about a topic, timelines, exit tickets, brochures, comic strip, postcard, chart, etc.

****NOTE: All other content specific classrooms (Music, Business, Library, Art, Technology, LOTE, PE, etc.) and Elementary Special Areas should have evidence of writing happening quarterly. There should be evidence of a wide variety of text types.***

Appendix

Writing the Range: What Kinds of Texts Should We Consider Writing?

The decision about the types of writing you might do with students and ask them to do on their own might, in part, be based on the kinds of writing students will be doing in the future

If I teach...	Students might write...
Music	Biographies of period composers, current event articles about contemporary musicians, procedural texts on how to play an instrument
Business	Articles from business journals or the business section of newspapers, classified ads, career specific texts, flow-charts, contracts, memos
Art	Biographies or period artists, current articles about art events, brochures from museum exhibits, art supply catalogs, museum publications, how-to pieces
Technology	Computer manuals, coding directions, software or device-specific user-guides, spread-sheets, any digital text, info-graphics
Geography	Maps, map keys, atlases, travel brochures, almanacs, texts about cultural celebrations, flash cards
Physical Education	Health magazines, nutrition panels, exercise guidelines, current news articles, medical studies, game instructions, exercise posters, guides for healthy eating or exercise routines
Social Sciences	Period biographies, letters, diary entries, and news articles, true stories, census records, historic documents, magazine such as National Geographic, speeches, timelines, analysis of policy, editorials
Sciences	Journal articles, magazine articles, diagrams, charts, websites devoted to specific studies, experiment procedures, magazine such as National Geographic, flash cards, texts about inventors, abstracts, summaries, lab reposts, observations

Vocational Skills	Technical drawings, plans, patterns, instruction manuals, safety guidelines, materials lists, MSDS
Math	Graphs, charts, spreadsheets, recipes, bank statements, pay stubs, timelines, texts about specific mathematicians, descriptions of theories
English/Language Arts	Indices, dictionaries, glossaries, author websites, texts about specific authors, book jackets, back cover copy, tables of contents
Foreign Languages	Travel brochures and magazines, articles about current events in those countries, Biographies of prominent Hispanic (for example) people