PCSD Professional Development Plan for the Instruction of Writing

District Name	Plan Begin/End Dates
Plattsburgh City School District	2020-2021 to 2021-2022 school year

Writing Goal

Goal	Identified Group	Rationale/Sources of Evidence
To provide differentiated PD in writing that allows for teacher choice to improve instructional practice for explicit writing instruction. Choice will be provided to teachers during Superintendent's Days, Early Release Days, Writing Coaches, Trainings and Technology Integrationist Trainings.	All PCSD Instructors PreK-12	Rationale: The initiative is going into year five and the offered professional development has provided a basic foundation for writing instruction practice. Writing coach surveys, trainings and Instructional Look Fors support the need for differentiated PD in writing.
Administration will provide support to Writing Coaches to assist them in carrying out their role.	Administration	Rationale: Writing Coaches will need to support Writing Coaches with time, instructional strategies and PD, role clarity, participation, confidentiality and opportunities to meet.
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

Level	School Year	Activity	Frequency	Responsible Group	Time of Day
District-wide	2020-2021	How to get students unstuck? PD that assists with idea generation for students.	One or two times in the first half of the year.	Coaches, Administration, Literacy Committee	Faculty meeting, Grade Level meetings, Department Meetings, Coaching Interactions
District-wide	2020-2021	Purpose of writing – PD that identifies the purpose behind writing tasks: craft of writing, technical writing, analytical writing.	One or two times in the first half of the year.	Writing Coaches, Administration, Literacy Committee	Faculty meeting, Grade Level meetings, Department Meetings, Coaching Interactions
District-wide	2020-2021	Coaching versus Judgement – PD that demonstrates for teachers how to provide feedback to students to improve their writing.	One or two times in the first half of the year.	Writing Coaches, Administration, Literacy Committee	Faculty meeting, Grade Level meetings, Department Meetings, Coaching Interactions
District-wide	2020-2022	Different ways to model and model the modeling. PD will share a number of ways to model for students and allow teachers to "see" modeling occur.	Ongoing	Dr. Lori Elliott, Writing Coaches, Literacy Committee	Superintendent's Day, Early Release, Intentional Coaching Time

District-wide	2020-2022	Work smarter not harder. PD that will use technology integration to achieve writing goals.	Ongoing	Technology Integrationists	Superintendent's Day and Early Release
Elementary	2020-2022	Writer's Workshop Basics	One offering in the beginning of the year	Writing Coaches	Intentional Coaching Time
District-wide	2021-2022	Collaborative Collegial Conversations – PD facilitates collegial conversation about students writing – strengths and challenges and how do we learn from student performance.	Ongoing	Dr. Lori Elliott, Writing Coaches, Literacy Committee, Technology Integrationists	Superintendent's Day and Early Release and Virtual Conferencing

District Writing Expectations for Modeling and Frequency

Modeling

Elementary Expectation:

- Modeling happens every day

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 list, 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