K-12 Writing — Professional Development

Oregon K-12 Literacy Framework—Writing (Writing Framework)

High-quality, effective professional development focuses on attaining school writing goals through the use of assessment data.

	Goals	Assessment	Instruction	Leadership	Professional Development	Commitment
Schools					✪	
Districts						
State						

Six Principles of High-Quality, Effective Professional Development:

Professional development

- Focuses on attaining school writing goals through the use of assessment data
- Emphasizes the implementation of research-based practices and strategies
- Allocates sufficient time for *all* educators to plan, reflect, and refine instruction
- Supports teachers and instructional staff on the use of writing assessment and instructional implementation with a multifaceted, coordinated, and ongoing approach
- Differentiates by staff position and need
- Results in a thorough understanding of, and ability to implement, writing standards and practices effectively.

Through ongoing professional development, teachers learn how to provide the instruction students need to become successful writers. High-quality professional development at the school level addresses both theoretical foundations of effective practice and the "how-to" of delivering effective instruction (Gersten & Dimino, 2001; Huberman & Miles, 1984; National Staff Development Council [NSDC], 2001; Richardson, 2003). **The most effective professional development plans are coordinated, ongoing, and guided by student performance data.** The National Staff Development Council (2001) recommends that "at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues." While professional development sometimes include workshops and conferences, **making professional development available within the school setting and aligned with the School Writing Plan, while requiring an ongoing, sustained, and focused approach—can be highly effective**. Examples of professional development within the school setting are the use of teacher study groups and grade- and department-level meetings to analyze data, collaboratively plan instruction, practice writing instruction, score and discuss writing assessments, and reflect on instructional implementation. School-level professional development can also be offered by a master teacher or coach, focus on a specific aspect of implementation, and/or include ongoing observations by instructional experts and mentors (Garet, Porter, Desimone, Birman, & Yoon, 2001; NSDC, 2001). This chapter discusses six principles of high-quality, effective professional development.

Professional Development Focuses on Attaining School Writing Goals Through the Use of Assessment Data

Effective professional development for teachers and instructional staff is **data-driven** (National Association for State Boards of Education [NASBE], 2006). At the most fundamental level, professional development should always be based on whether students are meeting or on track for meeting both formative (writing fluency productivity, and quality) and summative writing goals (Common Core State Standards' goals for writing products and process; National Partnership for Excellence and Accountability in Teaching [NPEAT], 1999). As the National Partnership for Excellence and Accountability in Teaching (1999) recommends, **"Professional development should be based on analysis of the difference between (a) actual student learning and (b) goals and standards for student learning**."

For example**,** in an elementary school in which all students in grades K-3 are making adequate writing progress and are meeting formative and summative writing goals, a reasonable conclusion is that few adjustments in writing instruction are necessary. Therefore, professional development can focus on ways to (1) sustain strong outcomes by supporting the concept of continuous improvement, and (2) increase outcomes by a measurable degree annually.

In schools where students are not meeting formative and summative writing goals, **professional development focuses on specific targets identified by direct evidence.** In this case, the goal of professional development is to increase, to a clearly specified and measured degree, the percentage of students who meet writing goals. For example, if at a middle school, grade 8 data indicates that fewer than 60% of the students are meeting formative writing goals, the school would **first** analyze school-level data (and perhaps also examine data from previous grades) to pinpoint possible causes of this overall low performance; and **second**, once the possible causes and remedial actions are identified, the school would implement the professional development needed to improve student performance.

Overall, **effective professional development for teachers focuses on the student goals derived from writing data** (NSDC, 2001, Renyi, 1998). For example, if school data indicate that students most at

risk for writing difficulties are not making adequate progress toward formative writing goals, the school could provide teachers with professional development opportunities focused on intensifying instruction for at risk students. More specifically, if students aren't meeting goals set for **writing fluency and productivity**, professional development can focus on intensifying instruction related to foundational skills (e.g., handwriting, keyboarding) and the linguistic features of written English (e.g., spelling, vocabulary, sentence formation, sentence combining). Or, if students aren't meeting goals set for **writing quality**, professional development can focus on intensifying explicit instruction related to the writing process, use of writing strategies, and genre-specific discourse (e.g., use of genre-specific text structure). Overall, **intensification can include**: **(1)** professional development focused on how to provide additional instructional time in already busy teaching schedules and how more explicit strategy instruction could be incorporated into writing instruction; **(2)** training on how to use an intervention program to accelerate student progress; and **(3)** the use of a consultant or coach to observe instruction and provide support and feedback.

Professional Development Emphasizes the Implementation of Research-based Practices and Strategies

Effective professional development targets the implementation of instructional strategies to help students meet the **K-12 CCSS for Writing—the *what of writing***, and key research-based instructional writing practices identified in seminal research, such as *Writing Next* and *Writing to Read included in **K-12 Writing Instruction*—the *how of writing***. In-depth professional development emphasizing the fundamental "how-to's" of writing instruction is necessary for improving student writing performance. Overall, professional development helps teachers develop a strong working knowledge of research-based practices that enable students to achieve school writing goals and the K-12 CCSS for Writing. **The following outline summarizes research-based topics for inclusion in a "What and How of Writing" professional development training series.** As you review the outline, notice how the topics align with the K-12 Writing Framework. For example, the topics listed with "Goals" represent content discussed as "organizing principles" and "major headers" in the K-12 Writing - Goals Chapter. Also note that the outline below *only* lists research-based topics. The outline *does not* indicate the nature (e.g., large scale training, webinar, learning community, study group, grade- or department-level meeting) or depth of the training content (e.g., one session consisting of a content overview versus multiple sessions with practice applications that include the use of classroom observations and feedback). Overall, the nature and depth of professional development should be differentiated and provided through multiple avenues or sources. High-quality, effective professional development is discussed with additional depth as the other organizing principles are presented in this Chapter.

The What and How of Writing: Implementing Research-Based Practices and Strategies			
The What of Writing	**Goals**	-Writing Well Matters -The Challenges of Writing (e.g., cognitive complexity) -What the CCSS Say About Writing -5 CCSS-Aligned Writing Goals 1. Producing 2. Adapting Written Communication 3. Developing Coherent Products Using the Writing Process 4. Writing to Learn 5. Writing Routinely	
	Assessment	-Alignment of K-12 Writing Goals with Assessment -Similarities and Differences Between Reading and Writing Assessments -Introducing an Integrated K-12 Assessment System with Multiple Data Sources -Reading Assessments (The Reading-Writing Relationship) -Formative Assessments W-CBM Probes -Standardized Directions - Prompts (e.g., grade-level appropriate, address student experience and background, reflect writing goals) Scoring Probes Quantitatively with Productivity Counts Scoring Probes with Qualitative, Instructionally-Aligned Rubrics (e.g., holistic, primary trait, analytic, hybrid) -Scoring Reliability (e.g., intra-rater, inter-rater) Implementing a Formative Assessment System with Quantitative and Qualitative Scoring -Summative Assessment (e.g., writing process and product)	

		-Instructionally-Based Writing Portfolios	
The How of Writing	**Instruction**	-Providing Time for Writing Instruction -Using Explicit Instruction to Teach the Writing Process General Writing Strategies Explicit Instruction Graphic Organizers Strategies for Planning and Revising Conferencing and Feedback Peer Collaboration -Using Explicit Instruction to Teach Discourse Knowledge Genre-Specific Text Structure Integrating Foundational and Higher-Level Skills Handwriting and Word processing Linguistic Features of Written English (e.g. spelling, vocabulary, sentence formation, sentence-combining) -Using Techniques to Motivate and Engage Students -Providing Differentiated Writing Instruction Through a Multi-tiered Instructional Model -Using Writing as a Tool to Strengthen Reading Comprehension and Enhance Learning Across the School Curriculum	
	Pulling It All Together	-Using Assessment Data to Make Instructional Decisions What Does the Data Say? What Instructional Changes Can Be Made to Improve Student Writing Performance? (e.g., If a student has difficulty with _____ (i.e., fluency, voice, revising), what instruction can be used to help improve student performance?) How Do You Link Writing Assessments with Writing Instruction?	

Professional Development Allocates Sufficient Time for Educators to Plan, Reflect on, and Refine Instruction

Effective professional development involves more than detailed descriptions of what teachers should do in the classroom to teach writing effectively. It requires alignment of expertise with the needs of students from different backgrounds with diverse instructional needs. ***To provide* high quality, effective instruction in the classroom, teachers need sufficient time *to prepare* and *practice* high quality, effective instruction for a range of student learners** (Abdal-Haqq, 1996; Biancarosa & Snow, 2004; Gersten & Dimino, 2001; Raywid, 1993; Showers, Joyce, & Bennett, 1987).

Teachers need time before instruction to prepare and practice lessons, as well as time after instruction to evaluate the lessons and consider any necessary changes (Darling-Hammond & McLaughlin, 1995; Gersten, Chard, & Baker, 2000). Ideally "planning time" should include time and opportunities to practice writing instruction, score writing assessments, and establish scoring reliability when using qualitative scoring rubrics at grade-, department-, school-, and district-levels. In other words, **planning time *should not* consist only of lesson planning**.

Planning time should also allow for both **individualized reflection and collaborative discussion**. For example, an **elementary** school might assign teams to develop explicit instructional materials for different genres of writing. A **middle school** team might use planning time to analyze their social studies and science curriculum and discuss how to strategically incorporate writing across the curriculum. A **high school** English department might establish an informal peer observation program where teachers observe how writing is taught by their peers during classes offered by English department. Planning time, therefore, would be used to reflect and discuss what was learned from the peer observations.

Grade-level and department-level team meetings can be used to incorporate additional "planning time" into schedules, and provide regular, dedicated time for collaboratively planning lessons and determining how writing will be taught across instructional areas. For example, a consistent portion of each grade-level team or department meeting can focus on professional development and **collaborative lesson-planning, assessment scoring, and instructional decision making.** During the designated meeting time, teams or departments may read and score student writing samples, establish scoring reliability, plan the specific instruction indicated by writing assessment data, or discuss a research-based writing practice or strategy. Teams might also discuss a particular writing element that many students need to work on, such as sentence combining or summarization. Finally, note that a number of professional development sources, including the *Learning Forward* website (formerly the National Staff Development Council) and other web resources (Abdal-Haqq, 1996; Renyi, 1998), recommend strategies for "making the time" for professional development activities.

Having a coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback assists teachers in reflecting on and refining their instruction (Joyce & Showers, 2002; Neufeld & Roper, 2003; Sturtevant, 2003)**.** The following table illustrates **the important role coaching plays in the classroom**. Note that the left column of the table lists components that are often addressed in professional development trainings. Specifically, professional development may include components that present and discuss theory, demonstrate assessment and instruction activities, provide break-out activities that allow participants to practice and receive feedback, and/or the use of coaching in the classroom. When reviewing the table, notice that the participants who received coaching in the classroom demonstrated higher levels of knowledge, skill, and actual use of the targeted approach in classroom

instruction when compared to participants who received one of the other components of professional development.

The Importance of Coaching in the Classroom (Joyce and Showers, 2002)

	OUTCOMES % of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom		
Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory & discussion	10%	5%	0%
Demonstration in training	30%	20%	0%
Practice & feedback in training	60%	60%	5%
Coaching in classroom	95%	95%	95%

In **grade K-12** classes, even brief, **five-minute observations** can provide teachers with useful feedback on how to refine their instruction to meet students' needs. Of course, scheduling longer observations by a coach or expert teacher can provide even more benefit. For example, observers can collect detailed information on the nature of student responses and use the information about student responses to determine areas of student mastery and difficulty. **The data, shared with the teacher in a post-observation conference or meeting, provides objective information about the performance of the class as a whole group and on the performance of individual students**. Utilizing classroom observation data focused on student performance is a powerful, "non-judgmental" way to promote lesson quality because **emphasis is placed on what will help improve student performance** rather than what a teacher isn't doing when teaching a lesson. For example, a coach might document things like: the number of students who are engaged in "on task" writing behavior during a lesson; the number of instructional models or demonstrations that are used during instruction; the number of students who ask meaningful questions about a writing assignment; the number of students who independently complete writing drafts (or complete editing and revision checklists, a keyboarding exercise, final drafts); the amount of time students spend in productive peer collaboration activities; the amount of instructional time spent on each component of the writing process; and/or, the number of times a teacher provides meaningful feedback to students about their writing.

Recommendations cited in the K-12 Writing Framework can also be incorporated into observation forms or classroom visit checklists. For example, if visiting a classroom where handwriting instruction will occur, a principal or coach might use the following general recommendations for teaching handwriting

(Troia & Graham, 2003, cited in the K-12 Writing - Instruction Chapter, p. WI 37).

Classroom Visit Checklist **Effective Handwriting Instruction**
[ ] Explicit models, practice opportunities, and a review of letter formation, pencil grip, and paper positioning are provided.
[ ] Students are provided with facilitative supports for attaining legible handwriting such as numbered arrows that depict correct letter stroke sequences, verbal descriptions of strokes, hand-over-hand physical assistance, and paper positioning marks on students' desks.
[ ] Instruction helps develop students' capacity for independently evaluating and improving their handwriting by immediately reinforcing qualitatively superior handwriting, encouraging them to keep track of their own handwriting performance, setting goals for improving handwriting, and asking them to correct poor handwriting attempts (e.g., "circle your best *m*.").
[ ] Students are taught to develop handwriting fluency by providing opportunities to write by hand and administering speed trials during which students try to copy texts 5-10% faster on successive trials.
[ ] Additional specialized instruction for struggling writers is provided through individual tutoring or small-group instruction.
NOTES:

Another example illustrating how content from the K-12 Writing Framework can be used for observations or classroom visits is the use of a Self-Regulated Strategy Development (SRSD) checklist for classrooms teaching writing strategies (See K-12 Writing-Instruction Chapter, pp. WI 17-18). Specifically, the steps for teaching a writing strategy could be converted into a classroom checklist that includes the six stages of instruction.

Classroom Visit Checklist Strategy Instruction		
Check [ ] if stage of instruction is implemented. If implemented, circle a quality rating that summarizes the overall quality of instruction. Provide notes as needed.	**Stage**	**Description**
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**1. Develop and Activate Background Knowledge**	Students are taught background knowledge and preskills needed to use the strategy successfully including specialized vocabulary (e.g., setting, characters, persuade, opinion, etc.).
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**2. Discuss It**	The teacher and students discuss the purpose and benefits of using the new strategy, with the writing strategy being carefully explained.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**3. Model It**	The teacher models how to use the strategy and self-regulation techniques while writing an actual composition during this stage.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**4. Memorize It**	Students memorize the steps in the composing strategy and the meaning of any mnemonics used to represent the strategy steps.
[ ] Implemented	**5. Support It**	Students practice using the strategy with the teacher providing

Stage Quality: poor fair good exceptional **Notes**:		scaffolded assistance.
[ ] Implemented **Stage Quality**: poor fair good exceptional **Notes**:	**6. Independent Performance**	Students use the strategy with little or no support.

Finally, content from the K-12 Writing - Assessment Chapter can also be used for observation and classroom visit materials. For example, when meeting with a teacher to review summative writing goals, the following checklist might be used to guide a collaborative review and discussion of classroom summative assessment materials (See K-12 Writing Assessment Chapter, p. WA 35).

Classroom Visit Checklist **Summative Assessment**
[ ] Multiple samples of writing are included.
[ ] Writing samples represent multiple genres (e.g., opinion/argument, informative/explanatory, and narrative) and multiple levels within each genre (e.g., sentences, paragraphs, etc.).
[ ] Writing prompts used for the assessments are explicit, authentic, and engaging.
[ ] The writing process is represented.
[ ] Final writing products are represented.
[ ] Analytic scoring systems focus on three main components of writing: (1) content and organization, (2) writing style, and (3) mechanics.
NOTES:

Overall, the K-12 Writing Framework can be used as a source to help develop materials for coaching, self-reflection, and professional development. Recommendation lists, tables, items highlighted in bold, and summaries, can all be used to develop professional development-related materials.

Professional Development Allocates Sufficient Time for Educators to Plan, Reflect, and Refine Instruction

Studies of teacher change indicate that **ongoing consultation, feedback, and support are needed to maintain effectiveness and adopt new teaching strategies and practices** (Garet, et al., 2001; Gersten, Morvant, & Brengelman, 1995; Gersten & Dimino, 2001; Huberman & Miles, 1984; Little, 1987; Havelock & Zlotolow, 1995). Implementing new teaching strategies is difficult. Participation in isolated professional development events that provide large amounts of raw information does not result in significant changes in teacher behavior in the classroom (Lehr & Osborn, 2005). **Strong professional development goes beyond single-session workshops by implementing repeated exposures to learning and applied-learning opportunities in which new instructional behaviors are learned and practiced in the classroom, over time** (Biancarosa & Snow, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Torgesen, Houston, & Rissman, 2007; Torgesen, Houston, Rissman, & Kosanovich, 2007; NASSP, 2005)**.** For example, content related to writing assessment might require two or three large-scale workshops to introduce content (See Table below)**.**

Writing Assessment **Sample Content Outline for Professional Development**	
Part I	-Alignment of K-12 Writing Goals with Assessment -Similarities and Differences Between Reading and Writing Assessments -Introducing an Integrated K-12 Assessment System with Multiple Data Sources -Formative Assessment (Part A) Overview W-CBM Probes An Introduction to Quantitative Scoring
Part II	**-**Formative Assessment (Part B) Scoring Probes Quantitatively with Productivity Counts Scoring Probes with Qualitative, Instructionally-Aligned Rubrics (e.g., holistic, primary trait, analytic, hybrid) Implementing a Formative Assessment System with Quantitative and Qualitative Scoring

Part III	-Reading Assessment (The Reading-Writing Relationship) -Summative Assessment (e.g., writing process and product) -Instructionally-Based Writing Portfolios -Pulling It All Together (Using Multiple Data Sources in an Integrated System)
**Note: There are many ways Writing Assessment content can be presented for professional development. The above is provided as an example.*	

In addition, follow-up sessions could then be incorporated into on-going professional development so *practice* is provided to emphasize creating, selecting, and scoring assessments. Formative assessment, for instance, might require multiple follow-up sessions to address quantitative and qualitative scoring, the use of assessment data for making instructional decisions, and reliability. **Overall, these additional break-outs and follow-ups would include opportunities to *practice* administering and scoring writing assessments within a professional development context, *as well as* opportunities to use the assessments in a classroom context along with some form of feedback and reflection.**

There are a number of approaches to professional development, including:

- ✓ State or regional institutes
- ✓ District-level professional development
- ✓ Web-based platforms
- ✓ School-based consultation and professional development
- ✓ Grade-level/department-level teams or staff meetings
- ✓ Classroom observations and feedback

Professional development provided through multiple avenues or sources may result in the adoption of successful new teaching strategies, **as long as the different activities are data-based and share a common goal.** Although the initial presentation of new teaching strategies or content may take place in a large-group format such as a state-level or district-level institute, it's the school-level, grade- or department-level, or classroom-level professional development follow-ups that will promote opportunities to actually embed new skills within the context of classroom practice.

Multifaceted professional development, which allows for ongoing support at increasing levels of intensity and specificity, must be highly coordinated to be effective. **Professional development experiences must be linked by a common objective—a clear focus on effective instruction and sustainability.**

As expertise with instructional strategies and practices is developed, a **cadre of experts can be identified within a building** to provide ongoing professional development to other staff. Teachers who have taught writing strategies extensively, and who do so with fidelity and effectiveness, can assist other teachers in developing expertise. This type of professional development may involve something as straightforward as having expert teachers open their classrooms for observation by others. Or, building experts may observe writing instruction in other classrooms and provide assistance with implementation. Establishing building experts fosters a school's internal capacity to establish high standards for writing instruction and bring all teachers to high levels of quality implementation.

Finally, **timing** of professional development experiences is also a necessary consideration. **Effective professional development provides information and skills needed at the time they are needed.** When thinking about writing, professional development might introduce content related to goals and assessment over the summer and/or early in the academic year to establish a common framework that is clearly anchored to writing goals. Content related to instruction and the use of writing data to make instructional decisions can then be integrated within this framework throughout the remaining academic year.

Professional Development Differentiates by Staff Position and Need

Effective professional development targets both administrative support and classroom implementation (Togneri & Anderson, 2003). At the school level, the principal, coach, classroom teachers, specialists, instructional assistants, new staff members, and substitutes should receive appropriate professional development in how to implement elements of the School Writing Plan. Because each of these positions has different responsibilities, **professional development should be differentiated by position**. However, because the school team must work as a unit, it is also important that professional development include **opportunities for the school staff to learn to work together** to implement the School Writing Plan (Writing Framework: Goals, pp. 10-16).

Effective professional development is also **differentiated based on the knowledge and skill of individual school staff members** (Klingner, 2004)**.** Individuals bring diverse background and professional experiences, skills, and talents. Just like high quality, effective instruction for students, professional development can be designed to meet the range of staff needs as well as optimize the range of staff experience.

Professional Development Results in a Thorough Understanding of, and Ability to Implement, Writing Standards and Practices Effectively

Effective professional development should have a measurable impact on conceptual understanding (knowledge) and actual use of instructional practices in the classroom. Research suggests that **professional development which combines conceptual knowledge and applications of classroom practice increases student achievement and is more likely to be sustained** than professional development that focuses on only one of these aspects (Klingner, 2004; Lehr & Osborn, 2005; Leithwood, et al., 2004; NASBE, 2006; Putnam & Borko, 2000; Showers, 1987).

A major goal of the Oregon K-12 Writing Framework is that professional development should target both the underlying understanding and knowledge about how and why certain instructional practices work (or don't work) *and* the actual delivery and implementation of the instructional practices that do work. That is, effective professional development addresses teachers' understanding of the scientific basis of writing instruction and gives clear demonstrations for how that knowledge is translated into classroom practice. **The table below highlights the focus of knowledge-based and practice-based professional development.** Questions are provided for each component to illustrate the emphasis of knowledge and practice. The questions are not intended to be an exhaustive list. *When reviewing the table, it's important*

to notice how practice-based professional development occurs in both professional development and classroom contexts (Harris et al., in press).

K-12 Writing Professional Development: Integrating Knowledge and Practice		
	Practice-Based Professional Development	
Knowledge-Based Professional Development	**Professional Development-Based Practice**	**Classroom-Based Practice**
Knowledge is presented and discussed in a professional development context. * * * * * -What does the research say about writing goals, assessment and instruction? -According to the research, what are the implications for writing goals (e.g., Why are writing goals established in the way that they are?) -According to the research, what are the implications for instruction (e.g., Why is writing instruction designed the way that it is?) -According to the research, what are the implications for assessment? (e.g., Why is writing assessment structured the way that it is?) -What is the purpose of each writing data source (i.e., the four primary data sources of writing assessment)? How do the data sources link to writing goals and instructional interventions? -Why does a particular	***Practice occurs in a professional development context. Feedback and reflection opportunities are provided.*** *For example: partner or small group practice opportunities in a workshop or large-scale training institute; break-out sessions during follow-up training with opportunities for writing instruction practice and reflection; writing instruction practice during study groups and learning communities; assessment scoring practice during grade- or department-level meetings; writing instruction and writing assessment administration practice during school planning time with peers and/or coaches.* * * * * * -What works well? Why? -What doesn't work as well? Why? -What things, if any, did you modify? Why did you make these modifications? Are the modifications consistent with research-based practices? How	***Practice occurs in a classroom context. Feedback and reflection opportunities are provided.*** *For example: initially administering a new writing assessment to two students (versus all students in a class); scoring student writing assessments collaboratively with a peer or small group; incorporating a "new" writing strategy into current instruction (small group or whole class) and being observed by a peer; adding more writing models/demonstrations to instruction and completing a log with reflection notes about what worked and/or didn't work as well with the additional models/demonstrations; integrating foundational skills and higher-level writing skills in a single instructional session and discussing the instruction with a coach.* * * * * * -What works well? Why? -What doesn't work as well? Why?

instructional approach work when teaching students how to write? (e.g., Why/how does it work? What does the research say? What research-based instructional principles are reflected in the instructional approach?). -How do you link writing assessment data with instructional interventions? (e.g., If a student has difficulty with _____ (i.e., fluency, voice, revising), what instruction can be used to help improve student performance? Why would you use _____ (e.g., explicit, strategy, genre-specific) instruction to help a student who had difficulty with _____ in writing? Why would you use an instructional intervention consisting of _____ (e.g., foundational skills, linguistic features of written English, strategy instruction, explicit instruction, peer conferencing) for a student who had difficulty with _____ in writing?)	did the modifications help improve your instruction (assessment, scoring)? -How can your instruction, assessment administration, or assessment scoring be further improved? -What aspects of the instruction you're practicing are research-based? (e.g., What research-based principles are "at work" in the instruction you're practicing)? -How does the assessment you're practicing relate to student goals? What is the purpose of the assessment? How will you use the assessment data for making instructional decisions? -What questions do you have about implementing writing instruction or assessment?	-What things, if any, did you modify? Why did you make these modifications? Are the modifications consistent with research-based practices? How did the modifications help improve your instruction (assessment, scoring)? -How can your instruction, assessment administration, or assessment scoring be further improved? -How did the students respond? (e.g., What worked well for the students? What didn't work as well for the students? What modifications, if any, did you make to support students?) -What aspects of the instruction you're practicing are research-based? (e.g., What research-based principles are "at work" in the instruction you're practicing)? -How does the assessment you're practicing relate to student goals? What is the purpose of the assessment? How will you use the assessment data for making instructional decisions? -What questions do you have about implementing writing instruction or assessment?

Summary

Overall, high-quality, effective professional development: (a) focuses on attaining school writing goals through the use of assessment data; (b) emphasizes the implementation of research-based practices and strategies; (c) allocates sufficient time for educators to plan, reflect on, and refine instruction; (d) supports *all* teachers and instructional staff on the use of writing assessment and instructional implementation with a multifaceted, coordinated, and ongoing approach; and (e) differentiates by staff position and needs; and (f) results in a thorough understanding of, and ability to implement, writing standards and practices

effectively.

The value or success of professional development can be determined largely by whether students meet the Common Core Writing Standards and goals. With the Common Core State Standards for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects, Oregon students have a greater opportunity than ever before to meet high-level writing goals—precisely because the CCSS are not only standards for ELA, but also for Literacy in reading and writing in the content areas. That fact alone will likely have a positive impact on the amount of writing students do each day and each week at school—as writing will occur across all classes. And with support, content teachers will be able to provide content-specific and discipline-specific writing instruction for students. Although ratings by teachers and others on the quality of the professional development can help determine professional development effectiveness, these kinds of evaluations are secondary to student writing outcomes.

The following table summarizes the features of a high-quality, effective professional development plan and contrasts these features with a low-quality, ineffective professional development plan.

High Quality Professional Development Plan	Low Quality Professional Development Plan
Is focused on attaining CCSS in writing and school writing goals and is guided by assessment data	Is fragmented, unfocused and not based on evidence and/ or need
Targets research-based practices and programs	Is based on familiar practices, regardless of efficacy
Is multifaceted, coordinated, and ongoing to support teachers and instructional staff on assessment and instruction of reading priorities	Provides one-shot, decontextualized workshops with little focus on how to effectively deliver instruction and little or no follow-up, feedback or practice
Focuses on learning ***to***…	Focuses on learning ***about***…
Is differentiated by position and need	Does not differentiate by position and need
Builds within-school leadership capacity	Depends on external support and resources
Is aligned with district and state professional development	Introduces competing initiatives and conflicting messages
Results in thorough understanding of, and ability to implement, reading priorities and effective practices	Results in general knowledge without direct application to writing practices

Adapted from National Partnership for Excellence and Accountability in Teaching (1999) Revisioning Professional Development: What learner-centered professional development looks like. Oxford, OH: National Staff Development Council.

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