

## On-going Professional Learning for Secondary ELA & Content Literacy

Based on survey data from 453 secondary educators the learning needs were identified as:

1. Argument Writing
2. Assessment as Student Performance
3. Lesson Re-design
4. Text Complexity

### In response:

1. **Argument Writing** – book study of George Hillocks' Teaching Argument Writing
  - Cohort One – Self-paced and can complete within 1 year: 220 teachers signed up in On-Track by CCA location. Educators' Comments on Week Ten:
    - Thank you for facilitating this course and all the great ideas from great teachers here! (Salt Lake City)
    - Wow! I have learned a lot from you and the book. Now it is time to really focus on making it all happen with my students. (Alpine)
    - Thank you everyone! It was an excellent learning experience. To strengthen my narrative writing instruction, I'm getting Hillocks book on that subject (Box Elder)

DATA from Patrick Donohue, a Collaborize colleague - Results for Utah Common Core Academy Site (Cohort One) -- 8/1/2011 to 10/31/2011:

- Active Members = 145
- Pending Members = 115
- Logins = 928
- Topics = 11
- Votes = 28
- Comments = 293
- Replies = 200

### Findings:

- 44% of the members you invited signed up. This is an astonishingly high figure! It's typically 1-3% (general public) and 5-20% (targeted group).
- 6.4 logins per active member. Given that it was a 10 week book club (weeks 1-9, plus a final reflection), that means that these teachers participated in nearly 2/3 of the activities, which seems very high to me for such a large group of busy teachers.
- 2.0 comments per active member. This shows that teachers were commenting only about 1/5 of the time, but they were still deriving value from reading other teacher's comments.
- 0.73 replies per active member. This is a good outcome too. It's when members start replying to one another that the real magic happens.

### NEXT LEVELS OF SUPPORT ON ARGUMENTATION THROUGH ON-LINE BOOK STUDY:

- Cohort Two: 20 teachers have registered in On-track and will be moderated by a 2011 CCA Secondary facilitator who completed the Cohort One Book Study.
- Hybrid Course: Timpanogos Intermediate's sixth grade teachers facilitated by one of the teachers who completed the Cohort One Book Study.

- Collaborize Extension into the classroom for increased writing about their reading (high impact Carnegie Strategy: Writing to Read Report) On-line Book Club for their students (East High School in Salt Lake District and Willow Middle in Cache).

**NOTES and/or QUESTIONS:**

2. **Content Literacy: RAISE Upscale for Cohort Two** (English, Biology, U.S. History – now in 10 districts/LEAS as hubs for Reading Apprenticeship: Box Elder, Davis, Duchesne, Garfield, Granite, Jordan, Nebo, Ogden, Tooele, City Academy-Salt Lake). **(Flyer available from West Ed!)**

**NOTES and/or QUESTIONS:**

3. **Literacy in Technical Subjects:** Stanford-Utah Partnership with CTE Ed Tech Teams (grades 6-9 with English teacher & Administrator). Flyer available from Stanford REDLab! **(Brochure available)**

**NOTES and/or QUESTIONS:**

4. **Assessment as Student Performance:** FOUR Saturday Studio Seminars for 2011 CCA secondary facilitators and the first 30 who complete the Hillocks' online book study.

USOE Design Framework available on request from Christelle Estrada and on the NEW Secondary ELA Webpage (2011 CCA Lesson Designs are posted):

<http://www.schools.utah.gov/CURR/langartsec/Professional-Learning.aspx>

**NOTES and/or QUESTIONS:**