



## NCTE 8.2

# Teacher Needs and Long Term PD Resources

The chart in NCTE 5.1 provides this list of common teacher needs linked to various short-term professional development resources. The expanded chart below links these same needs to longer-term professional development goals and resources, and suggests ways to help teachers extend and reflect on the professional development they have completed and how it has or has not worked to address their needs.

Teacher Needs	Short-Term PD Resources	Long-Term and Reflective PD Resources
<p><b>Making room for writing in an already packed curriculum and across content areas</b></p>	<ul style="list-style-type: none"> <li>• Conduct a PD session that offers practical suggestions for how to use Writing to Learn as a part of activities already going on in the classroom</li> <li>• Participate in an NCTE virtual conference centering on writing instruction. For more information on NCTE virtual conferences, click here. <a href="http://www.ncte.org/virtualconf">http://www.ncte.org/virtualconf</a></li> <li>• Read NCTE’s <i>Adolescent Literacy</i> Research Brief To access the brief, click here. <a href="http://www.ncte.org/policy-research">http://www.ncte.org/policy-research</a></li> <li>•NCTE <i>Pathways</i> program: <i>Adolescent Literacy</i> For more information on the Pathways program, click here. <a href="http://www.ncte.org/pathways/adolescentlit">http://www.ncte.org/pathways/adolescentlit</a></li> <li>•NCTE Web Seminar: <i>Writing in Every Content Area</i> For more information on web seminars, click here. <a href="http://www.ncte.org/seminars">http://www.ncte.org/seminars</a></li> </ul>	<ul style="list-style-type: none"> <li>• Invite several teachers across content areas who implemented or added Writing to Learn strategies into their classrooms to <b>share with the whole staff</b> about these efforts and their outcomes</li> <li>• Conduct a <b>follow-up PD session</b> with teachers who participated in the virtual conference or the <i>Pathways</i> program, read and implemented ideas from the research brief into their practices, or viewed a web seminar. Have teachers discuss and reflect on the effectiveness of these tools, how they used the information in their teaching, and how student learning was affected.</li> <li>• Hire an <b>NCTE consultant</b> to visit your school, lead reflective PD sessions, and debrief teachers on their efforts to implement more writing instruction into the curriculum. For more information on hiring an NCTE consultant, click here. <a href="http://www.ncte.org/consultants">http://www.ncte.org/consultants</a></li> </ul>

Teacher Needs	Short-Term PD Resources	Long-Term and Reflective PD Resources
<b>Lack of sufficient time to grade writing</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session where teachers across content areas grade writing together.</li> <li>• Form grade-level and content area teams that use collaborative time to assess writing together</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a <b>follow-up PD session</b> where teachers discuss and reflect on the advantages and disadvantages of collaborative assessment of writing</li> <li>• Invite one or two effective collaborative assessment teams to <b>speak to the whole staff</b> about how they worked together to improve assessment and save time</li> <li>• Invite teachers to <b>help plan collaborative assessment teams</b> and dates for the coming school year</li> </ul>
<b>Lack of training in literacy instruction</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session where content area teachers are shown how current instructional strategies can be continued or altered to emphasize effective literacy instruction strategies</li> <li>• Have interested teachers participate in an interactive NCTE Web Seminar on literacy instruction. For more information on NCTE’s Web Seminars, click here. <a href="http://www.ncte.org/seminars/topic#reading">http://www.ncte.org/seminars/topic#reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a <b>follow-up PD session</b> where teachers discuss and reflect on implemented instructional strategies.</li> <li>• During the school year or over the summer, <b>read a book</b> as a staff on reading or writing recommended by the NCTE Books Program. New PD activities can also be designed for the following year based on the information in the book. To access the NCTE Books Program book list, click here. <a href="http://www.ncte.org/books">http://www.ncte.org/books</a></li> </ul>
<b>Unfamiliarity with how to assess student writing</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session where state writing assessment criteria are discussed and small groups practice evaluating writing samples using these criteria</li> <li>• Develop and implement a school-wide writing rubric that teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Invite several teachers across content areas to <b>speak to the whole staff</b> about their use of the school-wide rubric and how their assessment strategies changed and improved during the year</li> <li>• Conduct a <b>follow-up PD session</b> where the school-wide rubric is</li> </ul>

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	across content areas use to assess writing	discussed, evaluated, critiqued, and revised for the coming year
<b>Limited knowledge about how to teach conventions of Standard English</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session that addresses how to approach discussions of conventions of Standard English with students. Have small groups discuss the most important Standard English conventions in each subject area.</li> <li>• Purchase the NCTE Grammar Resource Kit for use by interested staff members. The kit includes framing questions and online resources. For more information on NCTE’s Grammar Resource Kit, click here. <a href="http://www1.ncte.org/store/kits/118297.htm">http://www1.ncte.org/store/kits/118297.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>•Conduct a <b>follow-up PD session</b> where teachers discuss and reflect on new strategies for teaching conventions and the effectiveness of the resources and suggestions in the Grammar Kit</li> </ul>
<b>Limited knowledge about how to facilitate the writing development of English Language Learners</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session that is centered on the writing of your school’s ELL learners. Involve ELL certified staff in the planning and design of this session.</li> <li>•Participate as a staff for one year in NCTE’s <i>Pathways</i> for Teaching and Learning with ELLs professional development program. The program includes videos, sample lesson plans, assessment tools, podcasts, and more. For more information on the program, click here. <a href="http://www.ncte.org/pathways/ell">http://www.ncte.org/pathways/ell</a></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a <b>follow-up PD session</b> centered on the writing of ELL students and how previous PD opportunities such as participation in the <i>Pathways</i> program has influenced instruction and student learning.</li> <li>• Have interested teachers attend an <b>NCTE summer institute</b>, such as the Whole Language Umbrella summer institute. Participating educators can help in planning future PD sessions related to ELL learners. For more information on the WLU summer institute, click here. <a href="http://www.ncte.org/wlu/institute">http://www.ncte.org/wlu/institute</a></li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Conduct a PD session in a</li> </ul>	<ul style="list-style-type: none"> <li>• Invite several teachers across content</li> </ul>

Teacher Needs	Short-Term PD Resources	Long-Term and Reflective PD Resources
<p><b>knowledge about new technologies and how to further incorporate them into the classroom</b></p>	<p>computer lab that reorients faculty and staff to the technological resources available to them and their students in your school. Include, if relevant, tools like online discussion boards, moodles, email, word processing software, chatrooms, Powerpoint, Excel, World Wide Web policies, Photoshop, recording and design software, televisual resources, and more.</p> <ul style="list-style-type: none"> <li>• Read NCTE's <i>21<sup>st</sup> Century Literacies</i> Research Brief. To access the brief, click here. <a href="http://www.ncte.org/policy-research">http://www.ncte.org/policy-research</a></li> <li>• Participate as a staff for one year in NCTE's <i>Pathways</i> for 21<sup>st</sup> Century Literacies professional development program. The program includes a media gallery of videos, podcasts, web seminars, online strand leaders, a toolbox of technical how-to's, and more. For more information on NCTE's <i>Pathways</i> programs, click here. <a href="http://www.ncte.org/pathways/21stcentury">http://www.ncte.org/pathways/21stcentury</a></li> </ul>	<p>areas who implemented or added new media strategies into their classrooms to <b>share with the whole staff</b> about these efforts and their outcomes</p> <ul style="list-style-type: none"> <li>• Conduct a <b>follow-up PD session</b> in which teachers reflect on what new technologies they used in their classroom and how the use of these technologies to teach writing influenced student outcomes</li> <li>• Hire an <b>NCTE consultant</b> to visit your school, lead reflective PD sessions, and debrief teachers on their efforts to implement new media composition strategies into the classroom. For more information on hiring an NCTE consultant, click here. <a href="http://www.ncte.org/consultants">http://www.ncte.org/consultants</a></li> <li>• Have teachers reflect on and respond to new media teaching strategies by <b>participating in new media composition practices online</b>. Teachers can discuss and reflect through an online discussion forum or chatroom. Teachers can also blog or vlog about their experiences teaching with technology and publish these texts for response inside the teaching community.</li> </ul>