

The purpose of professional development is to improve student learning. What specific changes will you make in your practice as a result of this learning opportunity?

Suggestions for future professional development topics and/or ideas to support your further learning on this topic or other topic.

Workshop Name: **Guided Writing for Grades 4 – 9**
Workshop Code: **09-LI-097**
of Participants: **14**
Speaker: **Mary Sullivan**
Date(s): **October 28, 2008**

- Many good ideas for the writing process – some that I already use and some more that I will not include.
- I will use the dialogue of revision and the scaffolding techniques to help writers get started.
- The method by which I teach paragraph, story and essay writing will be process oriented rather than end related and then process oriented (and the evaluation will be formative rather than summative).
- Use more story starters, prompts etc.; examples that were presented were very useful.
- I will be able to implement these ideas asap.
- Use descriptive feedback.
- Adapt planning for future teaching of writing to assist students with writing improvement.
- I will incorporate some of the strategies presented (ex: cloze activity).
- Concentrate more on discussion / prewriting / group activities.
- Break down the writing process even more (x3) / story writing process; use some of the items from Mary's book.
- Many, many things! The book is a valuable resource.
- More direct instruction to teach concepts; I really like the attribute list idea.

- I know it's difficult when you have so much to impart, but more activity vs. sit and get would have been better for me.
- A session with more hands-on activity.
- Incorporating assessment.
- Writing assessment.
- More and more exemplars.
- Workshop on extension planning (how to fit this into a year plan).
- Same process...the essay!
- Humanities – grades five through nine – combining language arts and social studies.
- Workshop on approaches to reading and writing, ex: conferencing, mini-lessons, reflection.

Workshop Name: **Exemplars: Your Most Powerful Resource to Improve Student Writing**
Workshop Code: **09-LI-098**
of Participants: **33**
Speaker: **Graham Foster**
Date(s): **November 13, 2008**

- Use exemplars more frequently in class instruction (x11)

- Collaborate on exemplars/rubrics for my high school
- Use exemplars as I teach the traits of writing (x2)
- Develop more activities written activities to increase student writing (x2)
- Creating a unit around exemplars
- Use exemplars to have students assess peers and staff
- Share with colleagues (x3)
- Teach about voice to students
- Show students exemplars of mediocre writing
- Collect more exemplars (x5)
- Use ideas and resources shared (x2)
- Writing more in Science using journals

- Have Graham come to our school as a writer-artist in residence
- Gathering and developing lessons
- Session for Kindergarten-Grade 3 (x4)
- Give teachers the materials (books) first
- Have Graham work in my school with all of the ELA teachers
- Any on ESL and teaching language arts to ESL students
- Writing workshops are always valuable

Workshop Name: Working Together to Improve Your School's Literacy Program
Workshop Code: 09-LI-099
of Participants: 23
Speaker: Graham Foster
Date(s): November 14, 2008

- Teacher read-alouds
- Awareness of reading strategies (x2)
- Narrow the focus of our literacy project
- Improved writing strategies
- Think about goal setting
- Develop a study that is sequential
- Gave direction and framework to begin our collaborative literacy study
- Narrow/refine our goals
- Engage in planning, implementing meaningful literacy project
- Affirmed focus on developing literacy strategies
- Implementing strategies reading comprehension goal, refocus on specific goal

- Consider half day for this session instead of full day
- Sessions that support in process-literacy profile
- Topic/project specific

Workshop Name: Assessment and 6 + 1 Writing: What's the Connection?
Workshop Code: 09-LI-146
of Participants: 31
Speaker: Paddy Zadunayski
Date(s): October 20, 2008

- Establish clearer criteria for students' writing with students before writing; teach revision.

- I love, and will use, the “tickled pink” and “one green to grow on” technique for feedback. (x5)
 - I will help students improve their learning by having them look at writing themselves; I will use Paddy’s tip of pink / green highlighters (x3) and keep the tips to grow on to one and one only (x4)!
 - Only assess one trait at a time. (x3)
 - Teaching vocabulary to support self assessment, i.e. criterion; having fun with criteria in “non educational” applications first, i.e. sandwich, pizza.
 - Focus on one writing trait at a time (x6); teach self-assessment.
 - I hope to buy some of the books suggested and “model” some of the lessons ideas with the staff members I mentor. My job is to get the materials into teachers’ hands! I hope to use “criteria” with my grade one and two kids.
 - Implement specific components into writing components.
 - I am now more knowledgeable about using 6 + 1 writing and I will start using it.
 - I am a new grade three teacher to Alberta – the assessment information was most helpful.
 - Work on involving students more in assessment.
 - Ways / ideas to teach traits separately and then how to assess both formatively and summatively.
 - Implement the various strategies learned.
 - Be careful to separate formative and summative assessment.
 - I will use the sticky notes right away and will introduce rubrics.
 - Use the websites given to get started; use more picture books to introduce the traits (x2).
 - Do more formative writing for practice.
 - I will ensure that my students understand the concept of criteria and assessment. I think it is important that they are aware of their learner outcomes.
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- Much more helpful than any 6 + 1 I’ve taken. I learned more from Paddy than from consultants who’ve given sessions within our school. Thank-you, thank-you, thank-you!
 - Very well constructed, lots of good ideas, clearly presented; PM – lost participant focus – not presenter’s fault - maybe get up and move?
 - A lot of the material was repetitive so it felt too long.
 - It would have been nice to get actual rubrics for use on each of the traits.
 - More example rubrics or hands-on activities would be good.
 - More revision exercises.
 - Need more specific handouts related to specific traits.
 - I would like to see an introduction to the 6 + 1 Traits of Writing session. (x9)
 - A course with a more in-depth explanation of each trait.
 - Abbott School Introduction to TRAITS.
 - More 6 + 1 workshops especially for K – 2 teachers (the K – 2 staff at my school aren’t on board).
 - A session to follow-up and be able to discuss our experiences in trying out what we learned.
 - I think a mid-year half day session to re-convene and check-in would be helpful or coaching sessions – perhaps voluntary.
 - Different lesson plans; connecting reading with 6 + 1 writing (x2).

Workshop Name: Smart Start Reading Workshop

Workshop Code: 09-LI-147

of Participants: 26

Speaker: JoAnne Moore

Date(s): **November 6, 2008**

- Use of sentence patterns and story writing techniques
- Be more deliberate in teaching comprehension strategies
- Teaching phonics with word analysis (x2)
- Sight word books
- More repetition
- Specific sound work
- Kids move around
- Mirror
- Reinforced how important sound/letters are
- Use more non-fiction books (x2)
- Great ideas for teaching sounds, grammar
- Have strategies and resources to use in the classroom with struggling readers (x3)
- More modeling and collaborative writing (x2)
- Use decoding keys, comprehension strategies, sentence building and writing
- Better at pre-editing with the kids

- Reading & writing workshops for struggling students in Division 2
- Technology session (computers, Smartboard)
- Writing topic

Workshop Name: **Visual Literacy to Enhance Student Learning for the 21st Century**

Workshop Code: **09-LI-415 - VC**

of Participants: **66**

Speaker: **Lynell Burmark**

Date(s): **May 7, 2009**

- I realized how my powerpoints need an overhaul.
- I need to upgrade my powerpoints.
- Increased use of music in parts of my presentations.
- I plan to use a more sensory approach.
- I need to begin to use images as motivators for my students. I see the great benefit of integrating music in class.(x3)
- I will try to use more visuals in my teaching practices.(x25)
- I will work backwards, my having students create images and then write.
- “Essential 8” to determine student’s strength in learning modalities.
- Anchoring lessons with a strong visual image.
- I will use more senses when I teach. (x6)
- I will work to ass more humor into the day!
- Let the students find the meaning in the images. (x3)
- I will bring classroom activities suggested by the presenter in my classroom.
- With a combination of smartboard and Mac, I will have a great time introducing various visuals into my class.

- More visual literacy sessions.
- More sessions/sharing of how teachers at all levels use visual literacy.
- More grade specific visual literacy.
- More lesson plan strategies, maybe one that is ESL focused.
- A session on using visual literacy for students with learning disabilities.

- The technical aspect of putting visuals into lessons.(x2)
- A computer session for those who are not so technology inclined.(x2)
- If we could get more examples of real classroom settings and how visuals are used to enhance the learning.
- Smartboard technology: lesson ideas, interactive websites.

Workshop Name: Visual Literacy to Enhance Student Learning for the 21st Century

Workshop Code: 09-LI-415

of Participants: 132

Speaker: Lynell Burmark

Date(s): May 7, 2009

- I now know that I can make everyday learning more practical and fun!
 - I will change the format of my powerpoint presentations. (x4)
 - I plan to discuss criteria for effective visual presentations with my students.
 - I will implement for visuals into my lessons. (x38)
 - I will use visual to provide the hook but I know connections are a must!
 - We will use the information to better train and equip our volunteer tutors to meet the needs of our learners. (Literacy Worker)
 - I can see myself using an anchoring image at the beginning of each class.(x6)
 - I will include more music throughout the day. (x6)
 - I will encourage the use of music, visuals, and use of color in my classroom.
 - Recognizing the different abilities of each student and not being judge mental.
 - Teaching so that it “sticks”.
 - I have recognized the potential of music in the classroom.
 - Visuals will become much more prevalent in my classroom and my work with teachers.
 - I will find ways to incorporate the five senses.(x3)
 - I will incorporate my smartboard into my lesson more often. (x7)
 - Use the motto “how are you smart!”.
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- Session about the balance needed between teach and face to face with children.
 - Classroom applications specific to our curriculum in Canada.
 - Collaborative work in the classroom.
 - A session that combines visual literacy and how to get the most out of your smart board.
 - How to put a powerpoint together.
 - More sessions with Lynell!
 - More of this! Learning more, going deeper.
 - Follow up session with Lynell.
 - More “practical” workshops on capitalizing and using technology in the classroom.
 - Provide more concrete examples.
 - A similar session but geared towards second language teachers.
 - Specific lesson development using these ideas.
 - A similar session incorporating interactive white boards.

Workshop Name: Differentiating Your Teaching Based on Student Readiness- Engaging Young Adolescents

Workshop Code: 09-LI-401

of Participants: 22

Speaker: Karen Hume

Date(s): **April 30, 2009**

- I will try the strategies with students as well with colleagues.
 - I will make more of an effort to plan backwards and prepare assessment while I am planning at the beginning to more clearly direct my teaching and planning.
 - The survival guide is a fantastic idea. I will definitely use it in my science 9 class as a review tool.
 - I will incorporate DI when planning units and topics.
 - I will implement one item per week until the concepts become routine.
 - I will allow the students to have more choice- allow them to show me what they believe is the best way to learn.
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- Assessment tools and techniques.
 - More activities or centers we can use in the classroom.
 - More of the same!