

Facilitating effective writing instruction and integrating technology in grades 6-12
San Marcos Unified School District
2010--2011
3 units
Final Report
Submitted by Laurie Stowell

Objectives:

(1) To coach middle and high school language arts teachers and teach students in San Marcos Unified School District to implement cohesive, effective writing instruction, and
2) To assist middle school language arts teachers to integrate technology as a tool to support students' writing.

1. **Met and planned with Nancy Peterson (secondary curriculum director) and the three middle school technology TOSAs** to plan writing professional development days. We met in May, August and several times throughout the school year.
2. **Provided four all day workshops to all San Marcos Middle and High School English teachers:** We met four times (all day) in September, October, November, and January (depending on the group) to effective writing instruction and integrating writing and technology.
3. **Met with the San Marcos High School English Department:** I was invited to join a couple of meetings of the English Department to talk about facilitating high school students' transition to college in composition.
4. **Met with grade level groups of teachers:** When requested, I met with smaller groups of teachers by grade level on early release Wednesdays (primarily middle school Language Arts departments) and some other days where we could discuss and I could respond to specific questions and needs.
5. **Met with individual teachers to plan writing curriculum and assessment:** Several middle school teachers and third grade teachers invited me to plan with them.
6. **Demonstration teaching** Six different teachers invited me into their classrooms to demonstrate writing instruction with their students. Sometimes I taught a couple of periods and other members of the language arts department observed. Sometimes I taught all day.
7. **Final Evaluation:** Teachers evaluated each professional day that was offered. Nancy Peterson sent me the middle school writing scores and all three schools improved in writing achievement due to several efforts taking place, but Nancy did say she thought my work with the teachers was a factor. School District scores are public record.