2020 Education Innovation and Research (EIR) Project Directors and Evaluators Technical Assistance Meeting

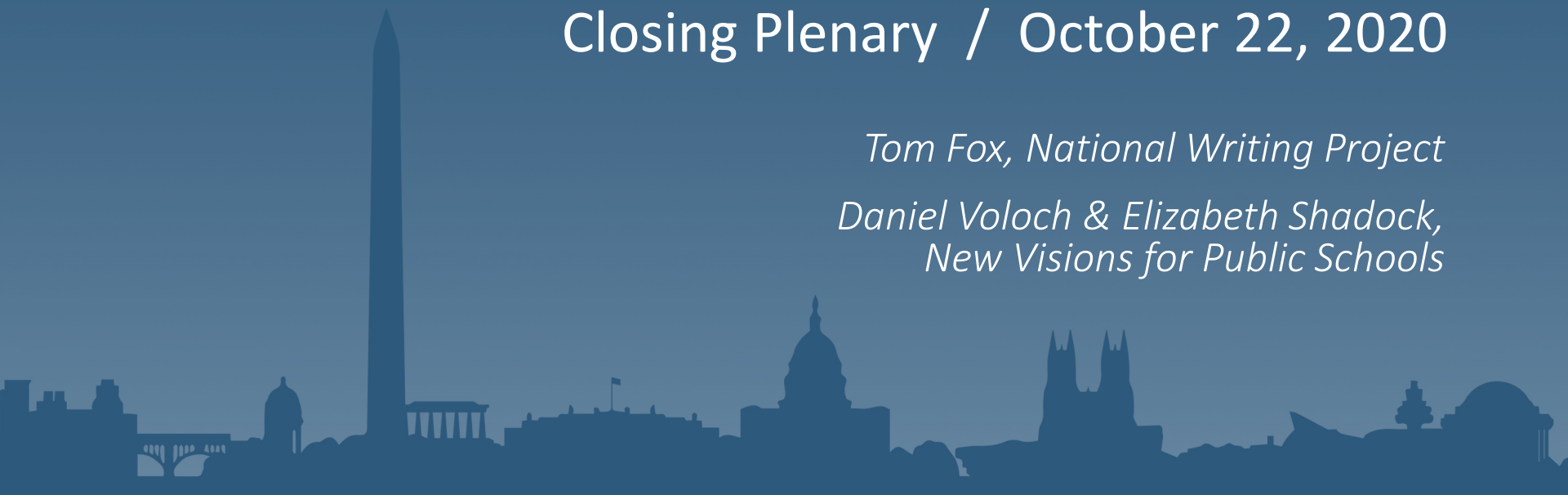Virtual Meeting | October 21–23, 2020

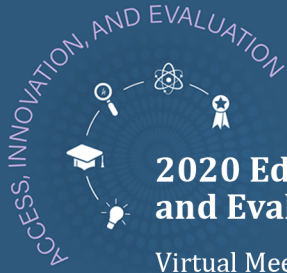ACCESS, INNOVATION, AND EVALUATION

Issues of Access:
The Impact of Differing Access to Technology

Closing Plenary / October 22, 2020

Tom Fox, National Writing Project

Daniel Voloch & Elizabeth Shadock,
New Visions for Public Schools

ACCESS, INNOVATION, AND EVALUATION

National Writing Project's
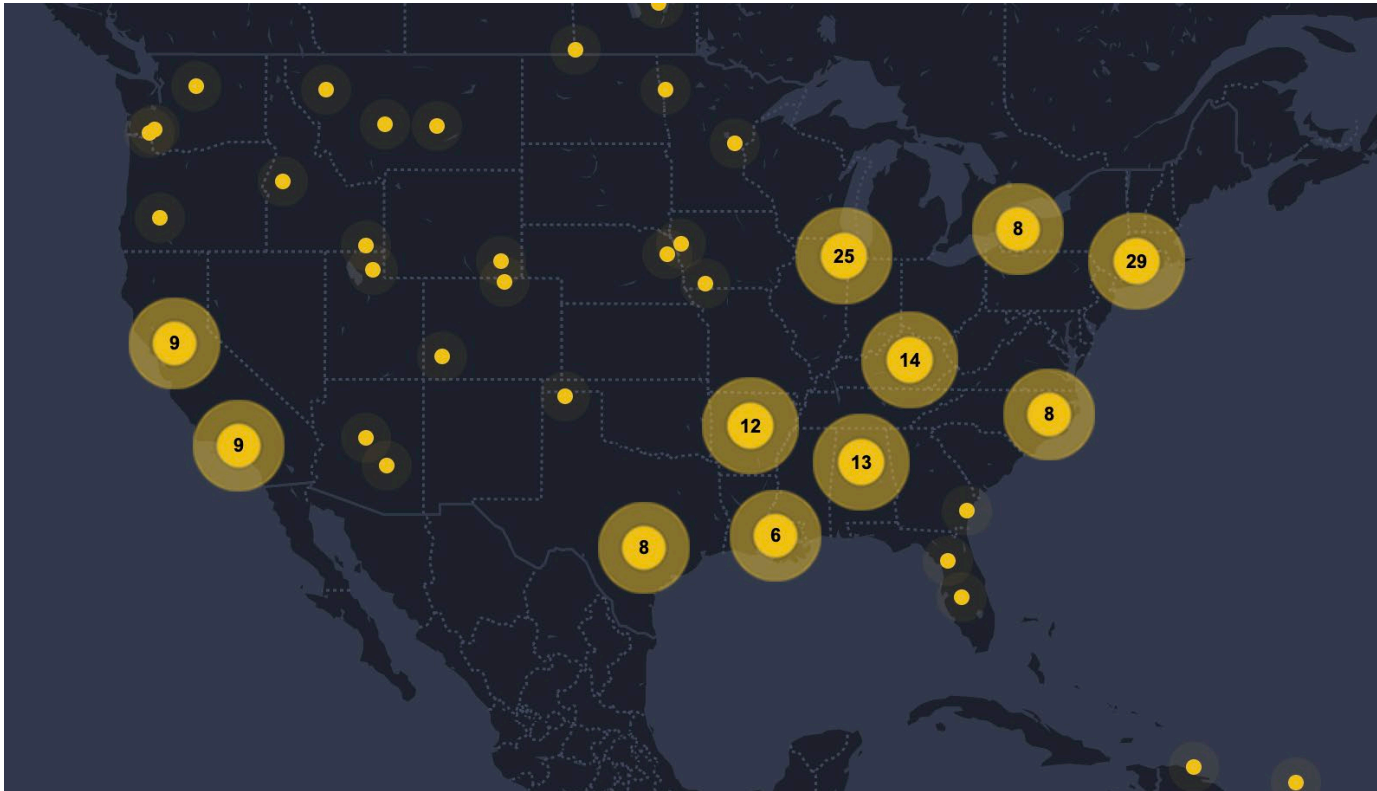## College, Career, and Community Writers Program

Complications of digital access in the time of COVID-19
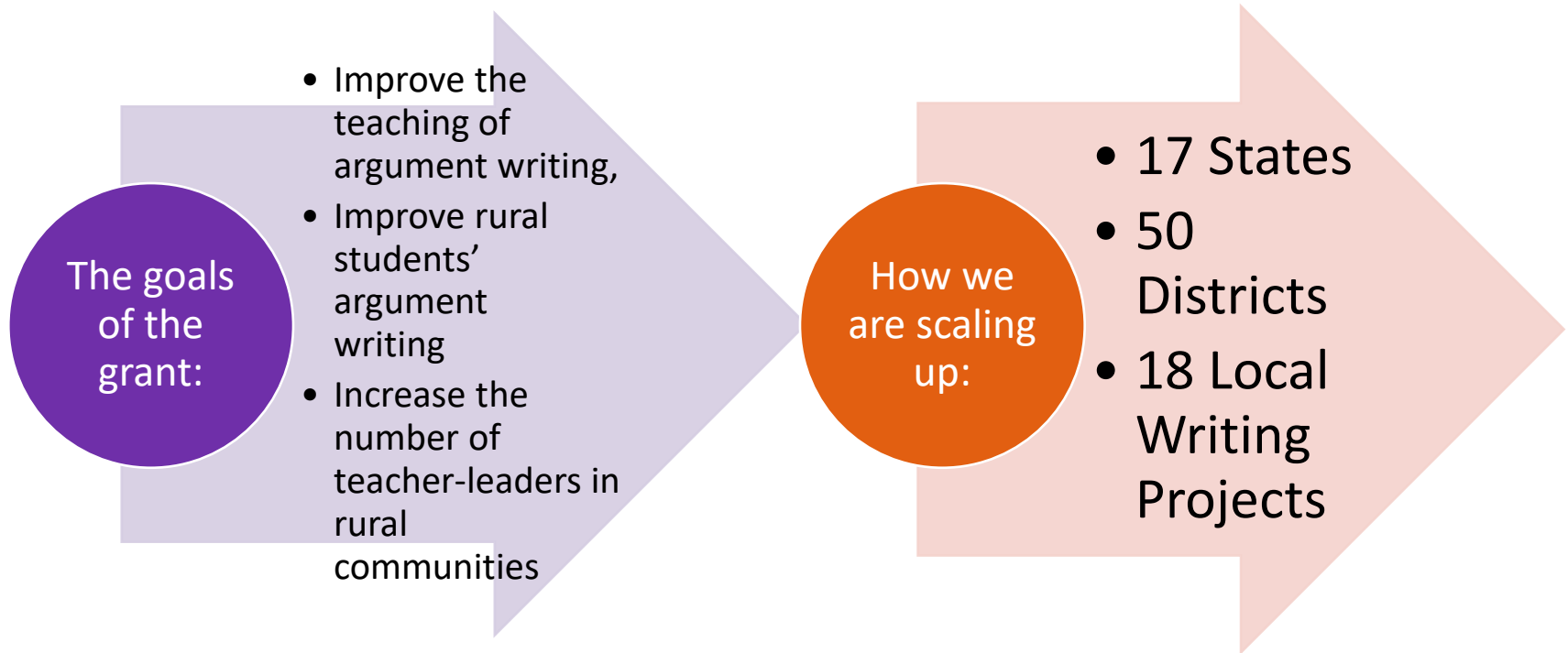
Tom Fox

Director, Site Development, National Writing Project

The National Writing Project (and why it matters)

C3WP

The goals of the grant:

- Improve the teaching of argument writing,
- Improve rural students' argument writing
- Increase the number of teacher-leaders in rural communities

How we are scaling up:

- 17 States
- 50 Districts
- 18 Local Writing Projects

How it works:
Technology and the Chemistry of C3WP

Professional Development

- Intensive and embedded teacher-to-teacher PD to support classroom instruction in argument writing. PD occurred primarily F2F until March, though some coaching and co-planning occurred virtually.

Instructional Resources

- Intentionally sequenced instructional resources that support students' developing skills in writing arguments. These are electronic resources, often introduced F2F by PD facilitators. Sometimes printed out for discussion.

Formative Assessment

- A variety of easy-to-use formative assessment tools that help teachers determine what their students can do and where to focus. The Using Sources Tool is a digital tool, but often scored and discussed F2F until March.

One District's Story

- Maxwell Unified School District, Maxwell CA
  - Just over 300 students total
  - 70% Free and Reduced Lunch
  - 30% English Learners
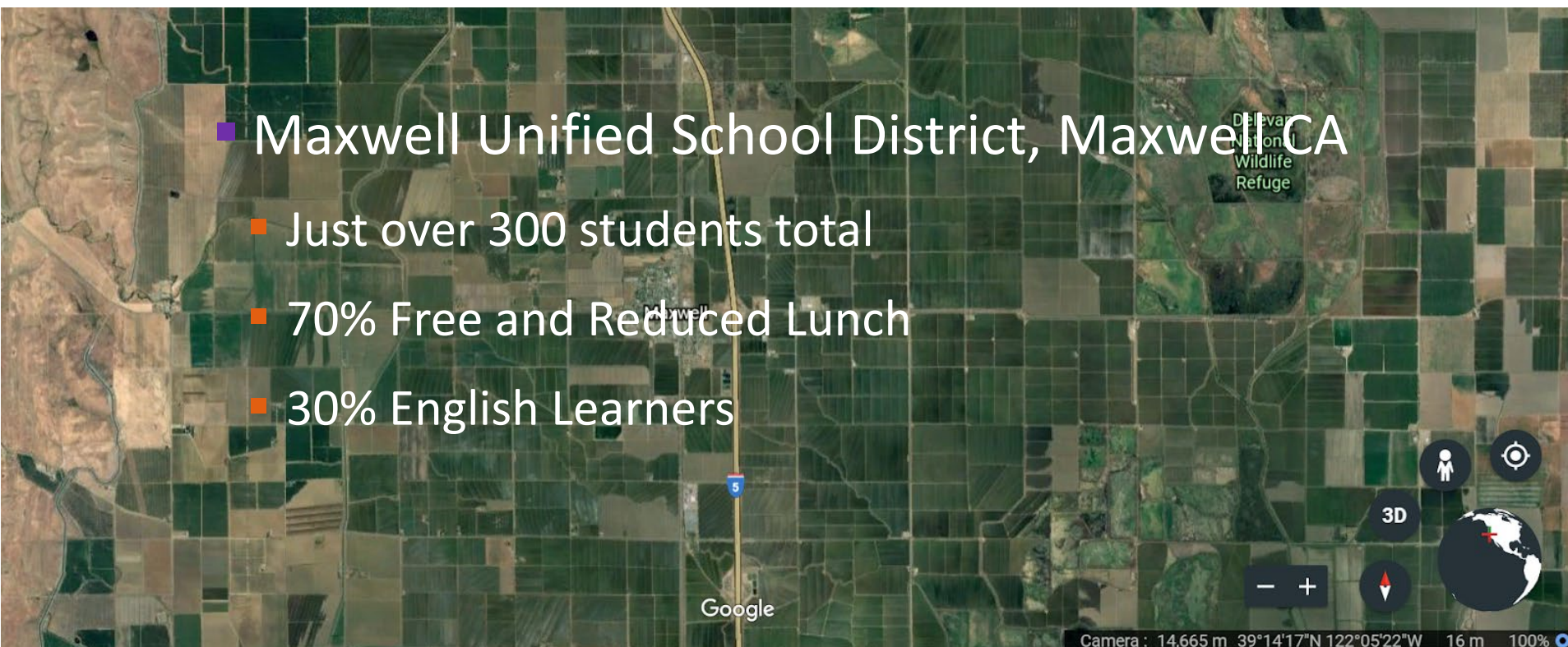
Teachers' Voices

- Academically, as you'd expect, the program has **made our students better writers**. They are much more focused on the topic usually that they are writing about and they are interested in the topic they are writing about so they are **engaged while writing**.

- They also feel like they are **making a difference**. This is the first program that I think actually tells kids that their voice matters. That they actually have the ability to solve problems not just locally but nationally, world problems.

- Frequently they will go out the door still arguing … and other teachers have to tell them to stop to get on with their lesson. So it totally engages them but they have to politely communicate. That has started to spill over into lunchtime and recess and other places so you'll be outside the classroom and you'll hear them say, "You know you need to say that differently, You shouldn't be talking to so and so like that." And It's rolling over into their everyday conversations. I realized that after a year of this program our suspension rate has gone down massively and the number of detentions we had gone down massively. **It completely changed the culture of our school and how students treat each other.**
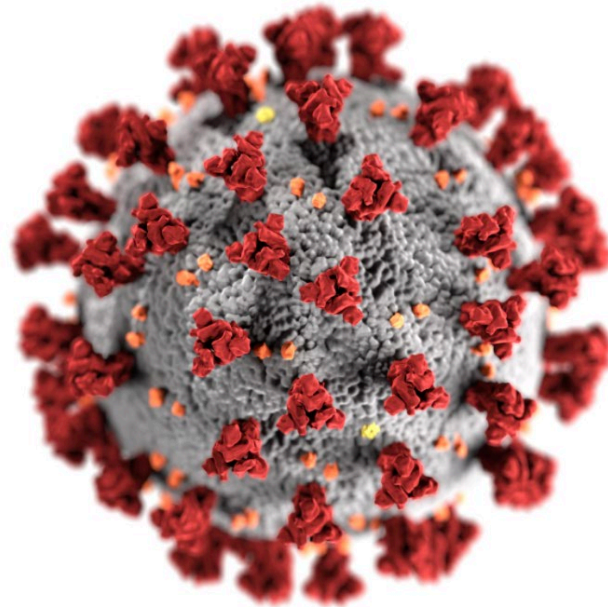
Equity, Access, and Agency After COVID

- Sometime in April:
  - Districts began NTI
  - WiFi access was uneven
  - Hotspots were challenging/data/cell service
  - Paper packets were a common last resort
  - Parents worked essential jobs
  - Teachers called and wanted to keep going with the program and asked for help with online instruction

Maxwell

- Some students didn't have cell service at home, so the district provided paper packets

- Students who did have cells quickly ran out of data

- Teachers, also with hotspots, needed data to video conference the students who could, and ran out of data also

- Parents worked essential jobs

- Teachers often had their own kids at home while teaching

- PD became difficult, but so did teaching, parenting, communicating, and covering the basics of living

Problems with C3WP

- Materials were written imagining F2F PD, so the online materials were too complex to use without a F2F guide.

- There were no built-in digital tasks for students; our program relied on classrooms

- The high-leverage formative assessment tool, while able to submit analysis electronically and give back digital results, depended on whole group discussion, on collaborative analyzing student writing

Flexibility and Compassion

- By the end of April and well into May, most teachers and administrators wanted to keep going with the program.

- Each local site worked on digital versions of the resources as needed and shared them on a common workspace for all to use. We held national meetings to gather and share newly created online versions of our resources

- Lead facilitators met and brainstormed with teachers about online instruction in general and C3WP in particular

What's happening now

- We offer PD, almost entirely online with revised materials

- Many local writing are continuing their work with the early start districts

- All local writing projects are planning to or currently facilitating virtual professional development with late start district teachers.

- We are using this year's experience as "R & D" to learn more about how to best provide access to high quality PD digitally.

- Our north star during this time remains "flexibility and compassion."
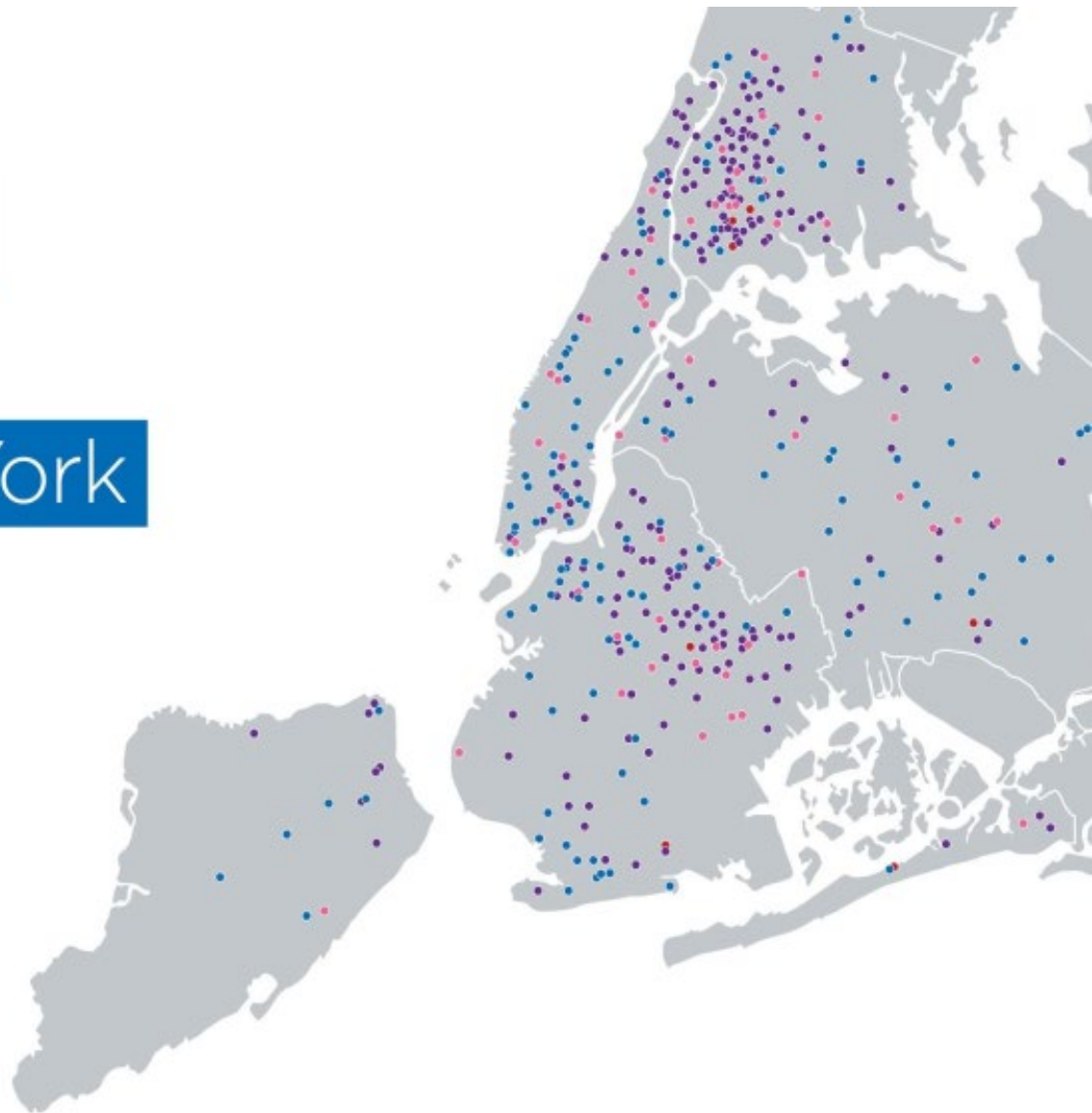
Who we are
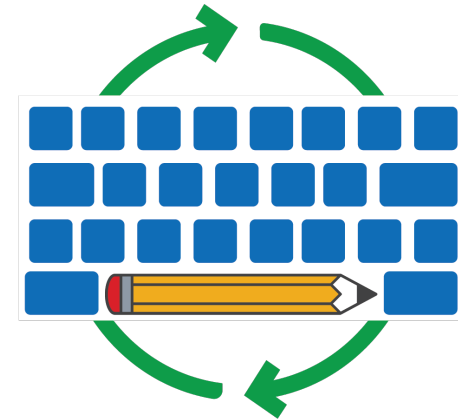
DRIVE TO WRITE

NYCDOE Snapshot

- 1,866 schools (K-12)

- 1,126,501 students
  - 13.2 % = ELL
  - 20.2 % = SWD
  - 72.8 % = economically disadvantaged

Source: NYCDOE

We help **709** schools plan for the success of **425,000** New York City students.

- **10** New Visions Charter Schools
- **71** New Visions Affinity Schools
- **293** DOE Community Schools
- **335** DOE Expansion Schools

Drive to Write: Goal and Numbers

GOAL

Build teacher capacity to provide **technology-infused, skills-based instruction in writing**, with embedded feedback for students during the writing process and summative feedback after each anchor assignment.
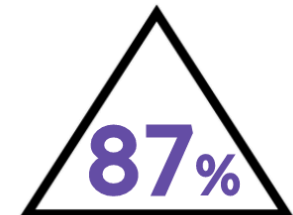
46 TEACHERS

15 SCHOOLS

3909 STUDENTS

87% HIGH NEEDS

Drive to Write: 3 Critical Implementation Domains

Strengthening Technology Infrastructure

- **Support**: Deployment Protocols, Management **Guides**, Recommendations

- **Hardware**: School Infrastructure, Chromebooks, and Charging Carts

- **Digital Tools**: G Suite for Education, **NVPS Cloud Lab Add-ons**, Chrome Extensions, and a variety of free, online tools

- **Skills-Based Rubrics** and Actionable Feedback

- Redesigned **curricula** and **assessments**

- Smaller **chunks** introduced in progression building skills and capacity

- Tech integration through Google Docs, **Doctopus**, and **Goobric**

Coaching and Professional Development

- Bi-Weekly **Coaching** to enhance Teacher Professional Learning

- Monthly **Workshops** focused on teaching writing using instructional technology

- Support for **student digital skills acquisition**

Drive To Write: Evaluation and Impact

The evaluation indicated that **preliminary results were promising** and showed positive, **larger gains in treatment schools** than in comparison schools
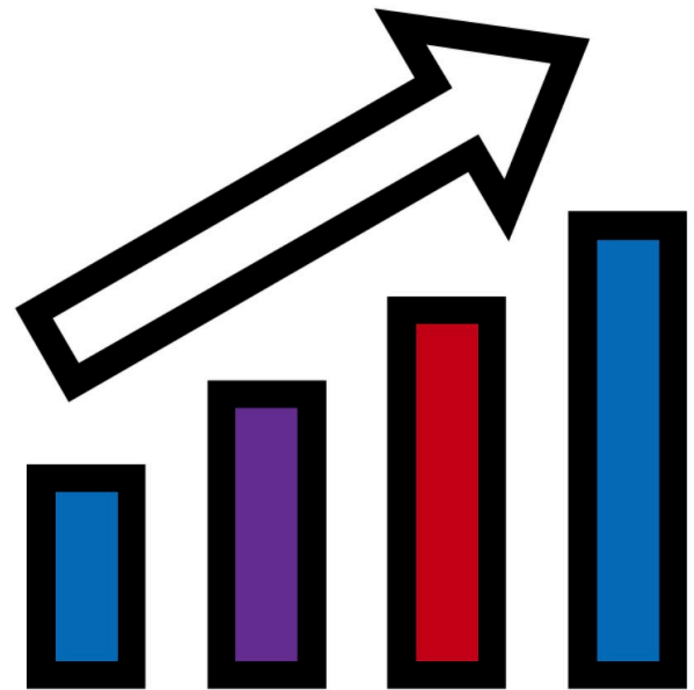
"**I am a stronger teacher** in terms of lesson planning, writing instruction, clear modeling for students, and using technology to further student outcomes... I used to avoid technology in the classroom, but now **I embrace it and can't possibly imagine teaching without it**."

- Drive to Write Teacher

Building on Drive to Write: Post-COVID

- Quick pivot to remote learning **less daunting** because of the technology work we developed during Drive to Write

- Utilized many **curriculum** chunking and assessment strategies

- Repackaged digital curriculum and created new website to share resources: **remote.newvisions.org**

"How did your organization work to overcome **inequities** of remote education?"

"How did the shift to online learning effect your **professional learning** programs?"

Key Resources

national writing project

- [Transitioning to online professional learning](#)

- [College, Career, and Community Writers Program](#)

- [College, Career, and Community Writers Program Formative Assessment tool](#)

- [Research Results](#)

New Visions for Public Schools

- [Remote Learning Website](#)

- [Free, Online Curriculum Website](#)

- [Toolkit: Building a School-wide Approach to Google Classroom](#)

- [Digital Skills Notebook](#)

- [Teaching with Technology](#)

Contact Information

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