Lisa Tipton

SLM 552

Staff In-Service Assignment

Staff Input Survey:

Hello English Teachers!

It’s never too early to start planning for next year. Based on conversations at meetings as well as our lunches, there seems to be some interest in exploring new tools to make your teaching even better.

Please rank your interest (1 to 5) in the following topics for an upcoming professional development session:

 1= I am most interested to learn about this at the upcoming session

 5= I am a bit interested, but want to learn about it at another point in time

 \_\_\_\_\_ Using GoogleDocs for student collaboration

 \_\_\_\_\_ Using the Discussion Board feature of Turnitin.com

 \_\_\_\_\_ Using a wikispace for student discussion/collaboration

 \_\_\_\_\_ Using the PeerMark and GradeMark features of Turnitin.com

 \_\_\_\_\_ Using the new Literary Criticism Database

Please return the survey to my mailbox by 3/30. This professional development session will take place during our next team planning time.

Thank you for your input. I look forward to planning out our upcoming session!

~Lisa Tipton

Written Overview for Staff:

Hello Again English Teachers!

The results are in, and the upcoming professional development session will deal with using the PeerMark and GradeMark feature of Turnitin.com.

Have you ever wondered how students feel during the revision step of the writing process?



Wonder no more! Now is your chance to become the student and experience revision firsthand.

By stepping into the shoes of students, you will explore the features of Turnitin.com in order to make your writing the best it can be. You will soon see how helpful the PeerMark and GradeMark features can be to students of all ability levels.

Of course, as good students know, it is important to come prepared for class. Please make sure that the following items are completed before 4/17:

 1. Register for Mrs. Tipton’s class- Everyone already has a Turnitin.com account, but you

 need to register for my class. You will receive an email asking you to join—please

 follow the simple instructions to do so.

 2. Submit your Paper- Please visit the Hand Out Drive and enter the Media Center

 Folder. In the folder, you will find a paper with your name on it. Please save this

 paper to your Desktop. As you all know how to submit a paper to Turnitin.com,

 please submit the saved paper to my class assignment called “Submission 1”. If you

 cannot remember how to submit a paper, please stop by the Media Center so I may

 assist you—it will only take 5 minutes.

Thank you so much for allowing me to help you explore these beneficial features of Turnitin.com.

I will see you on 4/18, at 2:15 in the Media Center. Please bring your laptops, and don’t be tardy!

~Lisa Tipton

Background Preparation for Session in Timetable Format:

|  |  |
| --- | --- |
| Date | Task |
| 3/24/12 | Design Staff Input survey |
| 3/26/12 | Meetings for common planning teams take place on the third Wednesday after school, which is when I would like the in-service session to take place. I spoke with the English Department Instructional Team Leader to ensure that this time was suitable for this presentation. |
| 3/27/12 | Staff Input survey distributed to English 9 and English 10 teacher mailboxes |
| 3/30/12 | Staff Input survey responses collected |
| 4/4/12 | Results assessed and professional development session topic selected—PeerMark and GradeMark feature of Turnitin.com.Create written overview of session |
| 4/10/12 | Written overview placed in English 9 and English 10 teacher mailboxes |
| 4/11/12-4/14/12 | Planning professional development session |
| 4/18/12 | Professional development session after school, 2:15-2:45 at the Media Center |
| 4/21/12 | Follow up email sent to English 9 and English 10 teachers |

Written Overview of Background Preparation:

I decided to schedule this in-service to take place during the monthly time in which English grade level teams meet to plan as well as collaborate. As I already knew that my target audience would be English 9 and English 10 teachers, the English department Instructional Team Leader agreed that the meeting date would be an ideal time to have the presentation. Since teachers already have this time scheduled for meetings, I did not have to meet with an administrator to select a date.

This audience for this session was English 9 and English 10 teachers. At the school, English 9 and 10 are grouped together in a common band as they focus on similar skills and thematic concepts. Based on conversations with these staff members, it was clear that they wanted to know more about certain technologies/tools to use in the classroom. These discussions are what prompted the in-service options on the Staff Input instrument. Surveys were placed in the mailboxes of these teachers and were to be returned to me by a requested date so I would have sufficient time to prepare for the session.

Out of the 9 surveys distributed, 7 were returned to me. After receiving the Staff Input instruments, I examined the data in order to determine the session that teachers most wanted to attend. I then put a more detailed overview of the session into teacher mailboxes. This overview included everything that the participants needed to do before attending the session.

I spent the next few days planning out the in-service. I asked myself “What would I want to know about these features of Turnitin.com in order to use them in my classroom?” By answering this question, it was easier to design my presentation. Although my presentation would be completely based upon the participants as well as myself using Turnitin.com, one has to plan for unforeseen technology issues. In case the website was not working, I printed out all submitted papers with the GradeMark comments. I also had screenshots of Turnitin.com for every aspect that would be showcased during the presentation. With these materials ready, I would still be able to do my presentation for the teachers. After preparing for the in-service, I discussed the presentation idea with my mentor and then spent time finalizing the product. Even though I have presented to small groups before, as a fellow English teacher, this assignment helped me to view the in-service through the eyes of a media specialist.

Written Overview of Session:

Objectives: Teachers will be introduced to the GradeMark and PeerMark features of

 Turnitin.com.

 Teachers will use these features by stepping into the role of student in order

 to see the benefits that these tools offer the students in their classrooms.

Teachers will come to the professional development session having registered for my class on Turnitin.com, as well as submitted a paper to the class assignment.

Teachers will log on to Turnitin.com. Librarian will show teachers how to access the PeerMark assignment as well as demonstrate how to go about filling out/saving the revision questions. Librarian will also model how to write comments on the paper itself, as well as other revision tools such as highlighter.

Teachers will then open their PeerMark assignment and spend 10 minutes reviewing someone else’s submitted paper. Everyone will practice adding comments, highlighting, and answering/saving all review questions.

The librarian will walk from table to table to answer any questions that teachers may have.

The librarian, logged into the teacher view of Turnitin.com, will then showcase the GradeMark feature of Turnitin.com. She will pull up one of the submitted papers and demonstrate how one can create personalized comments, utilize common comments that already exist, as well as insert comments onto the paper. The audience will have the opportunity to ask any questions about GradeMark feature so they feel comfortable using it in the future.

Lastly, the librarian will show the teachers how to access both PeerMark and GradeMark comments for the paper that each submitted. During this time, the librarian will also point out the additional feature of GradeMark that is available for student view. This feature grades the paper for grammar/spelling/syntax errors and highlights each error for students to identify. Furthermore, each error is explained and solutions are also suggested.

Teachers will then access the paper that they submitted in order to view the PeerMark comments, as made by their fellow audience members, as well as the GradeMark grammar/spelling highlights. While looking at their comments, teachers will see that these tools are valuable in helping students during the revision process of any writing assignment.

During this time, the librarian will answer any additional questions about the showcased features of Turnitin.com.

Before leaving, teachers will fill out a brief evaluation tool in which they rank the effectiveness of today’s presentation.

Evaluative Tool:

**In-Service Evaluation Tool**

Please take a moment to fill out the following questions. Your feedback will help to better serve you in the future. Thank you!

**A. Please respond by circling the number that best describes your opinion.**

|  |
| --- |
| Excellent Average Poor  |
| 55555 | 44444 | 33333 | 22222 | 11111 |

1.  The In-Service was beneficial for use within
      my own classroom.

2.  The In-Service was well-organized.

3.  Relevant examples were used to increase
      my understanding.

4.  The In-Service related to district and classroom
     needs, goals, and standards.

5.  The In-Service was active and engaging.

**B. Please take a few moments to respond to the following questions.  Your answers will help**

 **us improve our In-Services in the future.**

1.  What new ideas have you gained and how will you use these within your classroom?

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2.  What information was of the greatest value to you? Why?

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3.  What suggestion do you have to improve this In-Service? What would you have liked to see?

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4.  Additional Comments/Questions/Ideas/Suggestions:
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