

Proposal Abstract

Digital Authors Project Grades 9-11 will encourage teachers and students to consider essential questions: 1) What makes writing worth reading? 2) How do authors engage their readers? 3) How has our digital world changed writing? This project establishes a community in which English and art teachers, and library media specialist at **Early College/Roosevelt High School (a PLA school), Saunders Trades and Technical High School, and the non-public Biondi Education Center at Leake and Watts**, work to expand students' understanding of writing and experience as authors in a digital world.

The project engages faculty in sustained, professional development over the three-year period to develop a model, technology-infused curriculum for student writing and digital publishing. Elements of the program include: fostering new environments for student creation and interaction and developing the capacity of library leaders to support educational technology initiatives in schools. The project supports the **Regents Reform Agenda Goal 4** by building a curriculum and associated professional development to provide every student with a world-class, rigorous learning experience.

The New York State Common Core Learning Standards (CCLS) for English Language Arts indicate that college and career ready students “need to be able to use technology strategically when creating, refining, and collaborating on writing” (2011, p. 54). Moreover, research indicates that students, including students with disabilities, demonstrate higher achievement and overall engagement in Language Arts when technology is involved in the writing process (Boisvert, 2009; Carlin-Menter & Shuell, 2003; MacArthur, Ferretti, Okolo & Cavalier, 2001; Zhang, 2000). **The purpose of Digital Authors Project Grades 9-11 is to prepare teachers and library media specialists to strategically enhance their use of technology across classrooms and library media centers, thus practicing this strategic research.**

To reach project goals, the following **objectives** are proposed: partnership with the Center for Technology and School Change (CTSC) at Teachers College, Columbia University will provide a **series of workshops to engage participants in the development of interdisciplinary projects that leverage emerging educational technologies for improved student engagement and achievement in writing.** The **exploration of digital devices and tools**, including the iPad and iPad apps, such as iBook Author, EasyBib, StoryKit, and Storyist, will be presented alongside discussion on student-centered pedagogical approaches; using a **project-based approach**, librarians and teachers will come to understand their critical role as designers of student learning; CTSC facilitators will follow the workshop with a series of on-site visits to each librarian's media center and teacher's classroom to provide **in-class modeling and coaching** to support the implementation of the teacher-developed writing projects and monitor student learning opportunities through **Digital Authors Project Grades 9-11.**

This project will focus on **Grades 9-11 CCLS**: 1) arguments to support claims in the analysis of topics or texts (**W.9-11.1**); 2) expository texts to examine and convey complex ideas, concepts, and information (**W.9-11.2**); 3) narratives developing real or imagined experiences or events (**W.9-11.3**).