

5 days before the professional development:

This [email](#) will be sent out on Friday afternoon. The staff can then view it over the weekend or on Monday or Tuesday as the professional development will not be until Wednesday. It will give them an overview of what they will be learning about and there will be some introduction videos to a few different topics.

Resources needed for the professional development:

Cart/Projector with laptop

Copies of [this article](#)

Copies of worksheets on slides 3 & 4 on [this presentation](#)

Objectives:

1. Each teacher will be able to identify and explain the two reading apprenticeship strategies of reciprocal teaching and question-answer relationship.
2. Each teacher will gain an idea of how technology can improve each of these strategies.

The following will take place at the one and a half hour long professional development:

1. We will review the email sent out previously and ask if there any questions or comments on what they saw or read. (5 Minutes)
2. We will discuss the first strategy of reciprocal teaching. I will explain how and why I use this in my classroom. (10 Minutes)
3. Teachers will be in groups separated by department. They will all receive the following to read:
<http://www.bbcactive.com/BBCActiveIdeasandResources/ReciprocalTeachingPromoteInteractiveLearning.aspx> (10 Minutes)
4. After reading the article, teachers will discuss with one another how they feel this strategy would be implemented into their subject and how technology would be used with it as well. (8 Minutes)
5. I will discuss how I use google docs to add more depth and meaningful conversation to this strategy. (12 Minutes)
6. After going through that strategy, we would then look at the question-answer relationship strategy. I will go over the following presentation with the staff:
https://docs.google.com/presentation/d/1fG5oPrmcc_hZXI0A8THHk42ARlg-4yz16JNqWFTtUR0/edit#slide=id.g1ee6b701d8_0_0 (11 Minutes)
7. Staff will complete the exercise from the pictures shown on the presentation that are a front and back worksheet. This gives a basic idea of how the strategy is used. (12 Minutes)
8. I will talk about how using a class wiki is very beneficial to this particular reading strategy. (15 Minutes)
9. After that, we will go over any last minute questions or concerns that anyone on the staff may have. (7 Minutes)

10. If anyone has any further questions, they can contact me as I will be more than happy to help with whatever I can.

Learning Outcomes:

1. Understand what reciprocal teaching is and the benefits of it
2. Describe the strategy of question-answer relationship
3. Understand how technology can help facilitate and strengthen the two reading strategies

This professional development uses the TPACK framework and does it for the benefit of the entire school. When looking at the first part of the professional development, it deals with reciprocal teaching. This can be a strategy that really does not involve much or any technology. Everyone has a job to do, but adding technology is where it takes it to another level. The way that Google Docs is used for this particular assignment is that it allows for conversation between students in different class periods. Each group in a class period will have a different article, yet those same articles will be used for every class period. Each article will have its own Google Doc and the students in different hours can discuss their work. This will allow for students to have meaningful conversations on the Google Docs. The technology being used is adding another dimension to the assignment to the students. That is the part that incorporates the TPACK framework because “TPCK is the basis of good teaching with technology” (Mishra, YEAR, p. 1029) This is a good strategy, and technology allows for more in depth work and students to gain a deeper meaning and understanding of what they read by being able to discuss with more than just the people in their group. Additionally, technology helps with the question-answer relationship strategy. A classroom wiki is a great tool to use when doing this activity in a classroom. This is because “using wiki technology, educators can easily implement the QAR strategy using both narrative and expository texts throughout content area classrooms and across grade levels.” (Strahler, p. 26) It is a great way to reach every subject and grade level and it gets everyone in the school involved and able to use it. Another great thing about the classroom wiki is that “students reported that they thought about questions posted through online discussion more frequently than when they engaged in face-to-face discussions in the classroom.” (Strahler, p.26) This helps with students really trying to learn and understanding the material. They are thinking more about what they learned and the discussions they had. By using this simple technology, students spend more time on the assignment and can take away more information from it. This professional development allows for teachers to see how technology can improve what they do in the classroom while giving them new reading apprenticeship strategies they might not have used before. It helps find the sweet spot right in the middle of technology, pedagogy, and content knowledge.

References

- BBC Active (2010). A Classroom Strategy that Promotes Interactive Learning. Retrieved March 20, 2017, from <http://www.bbcactive.com/BBCActiveIdeasandResources/ReciprocalTeachingPromoteInteractiveLearning.aspx>
- Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *The Teachers College Record*, 108(6), 1017-1054.
- Strahler, B. C. QAR Strategy with Wiki Technology Page 25 Question - Answer - Relationship (QAR) Strategy with Wiki Technology: A Tool to Support Content Area Literacy. , 25-32. Retrieved from <http://ksrapa.org/wp-content/uploads/2011/09/QAR.pdf>
- “TPACK in 2 Minutes.” *YouTube*, uploaded by Candace M, 26 April 2013, <https://www.youtube.com/watch?v=FagVSQIZELY>
- “Question-Answer Relationships” *YouTube*, uploaded by Terri Barclay, 3 July 2013, <https://www.youtube.com/watch?v=AKdGEKOaJXk>
- “Reciprocal Teaching: Introduction” *YouTube*, uploaded by Katie Rotvold, 21 January 2014, <https://www.youtube.com/watch?v=P5XocqPJKWg>