

On CVCV Professional Development:

“A key element/focus of the [CVCV] program is consistent, sustained professional development....the design and delivery of professional development is of the highest quality and supportive of sustained activity and learning on the part of teachers.”

Connecting to curriculum in a community of learners:

“Throughout each session, teachers are pushed to identify the particular curriculum concept they are addressing. They are encouraged to work together and critically analyze each others’ efforts. Since the environment is very supportive, the participants actively engage with each other, modeling for their own classroom practices. Sessions are designed to introduce new technology, focus on content, and provide ample hands-on work with personalized assistance and just-in-time support (there are 3 – 5 instructors and a technical support person in each session).”

Changes in Teaching:

“Participants had opportunities to discuss/ask questions of the group about teaching strategies and how their classrooms would change. Nearly every teacher expressed that s/he would be changing their approaches to teaching when involved in digital video projects, and these changes would include more group work, project-based learning, and other designs. Teachers seemed to welcome these kinds of changes and did not see them as constraining to instruction or learning. Many of them perceived these changes as renewing their own interest in/adding “spice” to teaching.”

Ongoing support:

“An asset of the City Voices, City Visions program is its focus on extending teachers’ knowledge to assist students in learning toward standards. This is accomplished through already-scheduled implementation visits, where project staff will observe teachers and students in classrooms, and is enhanced through the 3-4 Reunions per school year, where project participants (both past and present) meet to share their successes, ideas, and suggestions as peers.”

Impacts on learning:

“For instance, students wrote successful critical lens responses on the 8th grade ELA assessment as a result of a digital video project on *The Outsiders*, a required novel. Another teacher explained that students, working in groups, created iMovies for vocabulary, and then taught each other through their movies. All were able to remember their vocabulary words because of what they created and viewed. Finally, one teacher remarked that “through the training, I think that movies help kids to make connections with learning skills and to apply them in real life, especially during tests.”