* A real issue in your own work or life as an educator. If you are not currently in an educator role, then identify a real issue that you anticipate when you get into that role in the future, or perhaps even an issue that you face on the student side of the situation. If you train teachers then think of an issue related to creating professional development opportunities.

I struggle with giving my students quality feedback. At times it seems like I don’t have an opportunity to give them the time they deserve. Writing is definitely a subject that they struggle with. A lot of times I notice they struggle with organization and while they have good parts to their writing, they still have a few points that need polishing. Most times I can give feedback in writing, but a number of my students do not read my responses and I don’t have the opportunity to review those responses with them.

* A relatively high-payoff issue; one that, when solved, would make a significant difference in the learning in your own environment.

I believe if students had an opportunity to meet with me and discuss their work it would make a difference in their writing and understanding of how an essay should be structured. Unfortunately I cannot meet with all students, which is where the problem lies. Currently we use Google Docs for editing and submitting writing pieces. So students do get to see any revisions I submit or I can also see revisions they have made.

* Right now, you need **not** make a compelling case for how technology will help. In fact, I would like you to define the real problem you want to address, not the problem that you think that a particular technology will solve. I am also **not** looking for a proposed solution. Rather, I want a problem/opportunity well defined including a rationale for why this problem/opportunity matters.

Throughout the state, focus has been put on student writing and organization. I feel that students become better writers through modeling, discussion, editing, and feedback. The problem is as students get older the amount of writing is increased and the longer the pieces of writing. When students are in middle school they are expected to write more than a page, but teachers have more students. A lot of times the feedback given is not quality due to the quantity of writing pieces that need to be graded. If it were possible to sit down with all the students I would do so, but it just isn’t feasible. I feel as though a lot of times I assign writing assignments and then am not able to provide students detailed feedback, because of each pieces length. If students are given quality feedback or not reading that feedback, their writing will not improve.