

SEEDS Instructional Strategies Trainers & Data Analysis Team Meeting

April 22, 2008 Shenandoah Safety Center, 9:00 – 3:30

SEEDS Secondary Goal:

- improve reading comprehension student achievement & decrease the gender (males), IEP/non-IEP, and free & reduced/non-free & reduced gaps

SEEDS Dates 2007-2008: Sept. 12, Nov. 14, Jan. 28, Jan. 30(snow), March 12, Mar. 19 (snow)

SEEDS Secondary Data Analysis Team Meetings

Oct. 8, 9:00 – 3:30 at Shen AEA

Dec. 10, 9:00 – 3:30 at Shen AEA

Feb. 25, 9:00 – 3:30 at Shen AEA

April 22 9:00 – 3:30 at Shenandoah Safety Center

SEEDS Secondary Trainers Team Meetings

August 30 – 9:00 – 3:30 in Glenwood-location TBD

Oct. 9 – 9:00 – 3:30 at Shen AEA

Dec. 11 – 9:00 – 3:30 at Shen AEA

Feb. 26 – 9:00 – 3:30 at Shen AEA

April 22, 9:00 – 3:30 at Shenandoah Safety Center

Ground Rules - Trainers

- ◆ Develop conditions of respect, acceptance, trust, caring
- ◆ Communicate authentically – the spoken should reflect what one thinks & feels
- ◆ Develop alternative approaches to the problem

Ground Rules – Data Analysis Team:

- ◆ Participation is right & responsibility
- ◆ Review and clarify a meaningful agenda
- ◆ Feel responsible to express differing opinions

- ◆ Start & end on time
- ◆ Summarize what has been accomplished

Roles and Responsibilities – Trainers:

- ◆ will be trained in new strategies/content
- ◆ will assist with course instruction
- ◆ will provide local follow-up support (such as facilitation of local collaborative teams, provision of resources to colleagues, support of modeling and peer observations)

Roles & Responsibilities – Data Analysis Team:

- will collect & analyze data
- ◆ will formulate recommendations for the planning committee

Goals:

- gain awareness-level understanding of adolescent literacy info
- analyze professional development data
 - Lickert Scales
 - Free Response
- analyze lessons and final reflections
 - summarizing/note taking
 - analyze comparing lessons
 - final reflections (Trudy)
- evaluate web page & recommend needed changes
- formulate recommendations for 2008-2009 SEEDS
- reflect on district professional development using IPDM self evaluation

What to Bring:

- Marzano book

- Assignments: summarizing/note taking lessons, comparing lessons, final reflections

Members present: Carma M, Trudy F, Denise G, Patty B, Sandy H, Dave N, Terry W, Karen G, Tammy J, Joel G, Shannon A, Paula O, Debbie K, Jake N, Linda W, Sherry V, Tim M, Sherri B, Sarah L

Agenda:

- Opening
- Adolescent Literacy
- Work Groups – Data Analysis & Recommendations
- Lunch at Godfather’s
- Finish Recommendations
- IPDM Self Evaluation
- AEA Evaluations (those who took leadership team work for credit)
- Closing

Adolescent Literacy

These components need to be in place if literacy efforts are going to accelerate student literacy development.

Recommendations from Final Reflections:

- Keep going forward
- Keep fun hands-on stuff a part of the mix
- Take and use tomorrow tools
- Keep working on having teachers bring lessons to share and/or modify
- Keep instructions as a focus – have them sooner and make it a point to make reminders
- Lesson feedback
- Peer observation was valuable
- Peer collaboration is valuable

- Ready to move to the “next thing”
- Trade books & articles were positive target

Recommendations from Summarizing & Note Taking Lessons & Reflections:

- For any strategy studied, encourage incorporating the strategy into all teaching, not just SEEDS assignments
- Include something next year related to student engagement and motivation (many have expressed interest in fun teacher-friendly activities)
- Consider sharing some of the successes (which appear to be many) with the reported “this doesn’t work”-isms (which are fewer but can be daunting)
- Provide continued support on the role of guided practice in eliminating gaps in student performance—when we report that some kids aren’t “getting it” it could be that those kids need more guided practice before they’re ready to work independently with a strategy
- Provide continued support on the importance of planning the focus of the next lesson based on student progress towards mastery of the skill being practiced

Recommendations from Comparing Lessons & Reflections:

- Incomplete logs have been turned in (no writing, no Bloom’s level, no TD, SD, T/S specified)- clarify expectations
- There is no need for comparing lessons to be submitted next year.

Recommendations from AEA 13 PD Evaluations:

More guest speakers – had current ideas that really work****(Carma will find the list of potential speakers **Aug., 2006 we invited Dave Wilkenson, Judy Jeffrey – We also considered Ann Barab or another national speaker – Jay Lutt was to check on this. The following year we showed the Willard Daggett video. I cannot find any others mentioned by name.)**

- data collection team feels we need to move on to a new strategy*****
- emphasize why we are doing SEEDS – How SEEDS meets the professional development needs of a school district
- address why we do PD as a group of districts rather than individually
- Time in home districts to work together, plan, help each other; planned to meet the goal of SEEDS, coordinate calendars
- Intentional data collection of the subgroups (to see if we are hitting the SEEDS goal *****) *Identify gender, IEP, SES students you are using for your SEEDS assignments*
- Incorporate curriculum planning perhaps at the LEA
- Incorporate technology in the SEEDS presentations for application at the local level