

February 26, 2008 SEEDS Instructional Strategies Trainers Meeting

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

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

Roles and Responsibilities:

- ◆ 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)

Members present: Tim McConnaughey, Sherri Boschee, Dave Nelson, Terry Weldon, Trudy Kimble, Carma McLaren, Jake Nimrod, Sherry Vogel, Linda Williams, Patty Bredensteiner, Paula Olson, Shannon Athen, Karen Guthrie, Steve Schuster

Overall Goals:

- develop understanding of SEEDS data analysis and recommendations
- deepen understanding of best-practice use of textbooks and trade books
- assist in the development of goals and activities for SEEDS Days 2 & 3

Agenda:

Data

- Compiled from data team
- Data team recommendations

Collaboration

- Groups will work together to plan large-group, small group, and planning time activities for Day 3

Theory

Goals:

Increase our understanding of improving adolescent literacy.
 Increase our understanding of possible next steps in What Works content.
 Create engaging learning opportunities for SEEDS participants.

Data Analysis Findings:

What do we notice?

- Note taking – What more can we do? There was not much discussion at SEEDS Day 3 about note taking in Patty’s group. We’ve been doing this for years. At what grade level do they learn note taking?
- Did students LEARN note taking? If not, we need to continue to model and practice it.
- GIST is used the most – 34 & the other strategies together total 34. Have students mastered summarizing? This data appears to indicate that. If we look at student work, will we see evidence of that? If they have mastered summarizing, they will be using it spontaneously. Summarizing is a skill for all learners. How do we motivate all learners? Help them find relevance in our work at school? How can we use our data (including classroom data – assessments, discussion, observations) to help us understand why kids can’t find relevance in school? We want light bulbs to go off for kids. Teachers ARE the key.
- *Is it a possibility to get Ron Clark (55 Rules for the Classroom) for SEEDS? Teacher Man by Frank McCourt – recommended reading*

What do we need to work on and what are implications for PD?

- We can use our SEEDS evals on Day 4 to request that motivation issues be addressed, if we see that as a need.
- Data Sharing – do locally (*Carma – e-mail Data Team*)
- What is next year’s content? Data (student needs) will determine that. Trudy is involved in rolling out the adolescent literacy initiative. That could provide some direction for next steps. Jake wonders if we could include time for local SpEd teachers to share information with staff concerning how to work with special needs students, what happens at IEP meetings, etc.. Present as a panel? And then field questions? This would address our SEEDS goal.

Day 4 Schedule and Agenda:

- 8:30 – 9:30 AM – Trudy - Whole Group in Concourse – Analysis of Student Work to Determine Next Steps (“focus of next lesson” section of lesson plan reflection) - use diagnostic questions (*request 2 8th or 9th grade examples of each rubric score point per content area? do gallery walk?*)

- 9:30 – 10:15 AM – Whole Group in Concourse - District Picture of Summarizing
Discuss student trends with summarizing in district groups. Examine summarizing work by grade level using a full range of rubric levels for each grade level. Apply same diagnostic questions we used in above activity. Determine skills students have and how to address needs. **Rubric copies (Carma), use Trudy's computer (need scribe)**
- 10:15 – 10:30 Break
- 10:30 – 10:35 - Whole Group - Trudy - Clarify assignment expectations (using Debbie K's example of summarizing lesson plan form (**Carma – copy assignments with lesson plan forms attached**) Define no practice, guided, independent
- 10:35 – 11:15 Sharing Note Taking Examples - Examples: T – chart, Fill-in the Blank Notes, Quadrant, Study Guide, Post-It Notes, Write Around the Text, Paired Reading with Discussion & Notes, GIST as note taking, Plot Line Worksheet, Article Summary Review Worksheet *Each teacher will come with note taking sample(s) (in writing – 25 copies) they are already using. We need principals to set this expectation. Trainers will make this known at the local level. Teacher will share with others in their 3 groups. Trainers will facilitate. Post later on web page? Trudy will assist in the social studies group. Trudy may be able to get some math examples. Carma will contact Deb Taylor since no EM teachers are here today.* How do we address problems with the lack of buy-in from teachers and lack of involvement in SEEDS activities? – Trudy is the cure!
- 11:15 – 12:15 - Work Time
- 12:15 – 1:00 - Lunch
- 1 – 2:00 1 hour - Round table discussions: SEEDS teachers will choose a question they are interested in and engage in the reading that addresses that question. Trainers facilitate discussion. No more than 10 teachers per table. Potential Questions: What did you notice? How can you incorporate this into your classroom? What comments do you have? 20 minutes per session 10-minutes to read and then a 10 minute discussion
 - How is reading going to prepare you for the world of work? Reading Reasons – 99-106 Sherry V
 - How does reading make you rich? Reading Reasons 109- 116 Jake N
 - How can we use the internet to improve reading comprehension? Content Area Reading – 430 – 444 Sherri B
 - Reading & Learning Strategies for M & HS Students pg. 9 - 10 – How do we get kids to read textbooks? Terry W
 - How do we help struggling readers? Subject Matters 236 – 243 Dave N & Patty B
 - What are some strategies to help kids become better readers? *When Kids Can't Read* – browse through book, esp. tabbed pages - 189 is vocabulary tree, 335-342 for spelling assistance Say Something strategy– 104 – 110 Shannon A & Linda W
 - How do you create a classroom library? Reading Reasons - Appendix B Karen G
 - How do we maximize the benefits of Read-Alouds for secondary students? Improving Adolescent Literacy – pgs. 78 – 81 – Steve S
 - How do I infuse literacy into math? Improving Adolescent Literacy – pgs. 66 – 71 and 178 – 181 – Paula
 - How can reading make you a better writer? Reading Reasons 61 – 68 – Tim McC

- 2:00 – 2:15 Break
- 2:15 – 3:15 Work Time – note taking lesson, comparing lesson, start idea gathering for reflection
- 3:15 – 3:30 district meetings