

October 8, 2007 SEEDS Instructional Strategies Data Analysis Committee 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

Members present: Stacy Maxine, Trudy Kimble, Denise Green, Carma McLaren, Joel Griner, Sarah Lottridge, Sherry Vogel, Linda Williams, Deb Taylor, Debbie Krummel, Tammy Johnson

Roles & Responsibilities:

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

Ground Rules:

- ◆ 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 – do a check at 2:30**

Today's Goals:

- analyze professional development and implementation data
- formulate recommendations for SEEDS Days 2 & 3
- deepen understanding of best-practice collaboration
- deepen understanding of use of textbooks & trade books

Agenda:

- Opening
- Credit
- Collaboration
- Day 1 evaluations
- Summarizing implementation analysis
- Textbook/trade book data
- *Subjects Matter*

- Evals
- Sharing data analysis from April 24 locally – East Mills, Essex did not share the data – others summarized- felt teachers would not care – Sharing locally seems to be the better idea - how could we insure everyone is hearing the same message? – does it need to be the same ? – share some common information and then additional, as determined by local data analysis leaders ? – could we meet in district groups and share the data on SEEDS Day 1 next year? – the 3:15 pow-wow was not as effective since it was K-12

Recommendation:

- ✓ **Share with large group during last 90-minute session on Day 2:** What is the big picture? Are we moving forward? How do the IPDM, individual career development plans, Teaching Standards, etc. all connect to this work? Share testimonials (reflection piece “How did your students respond?” -Sherry’s example of the “seamless summarizing” -Linda’s example of students who led the groups on a GIST lesson) and also present “the numbers”. Share by districts on a “cycle”: **East Mills will do Day 2**, Essex, Farragut, Stanton, South Page Finish this task by end time today.
- **Day 2 – Teacher to Teacher presenters**
 - ✓ **Recommendation:** need a review of Day 2 goals, schedule, background for T to T - Mr. Lutt do this – Day 1 brochure should also address this – need 10 minute breaks instead of 15 minutes to allow for this opening activity
 - ✓ **Recommendation:** final 90 minutes be content-alike time
 - ✓ **Recommendation:** On SEEDS Day 5 there will be a quilting retreat and a hunting outing – participants will partake in their preferred activity
- **Credit** – sign up for credit on AEA web site by Day 2
- **Collaboration (Chapter 5 from *Learning by Doing*** – we will address this at our next meeting
- **SEEDS Day 1 Evaluations**
 - 1) **New ideas, knowledge and skills:**

Themes (What do we see?):

 - 42 – trade books, knowledge of AEA resources and value of those
 - 25 – online resources
 - 11 – GIST
 - 8 – summarizing strategies
 - 7 - reading comprehension
 - 6 – learned nothing new (but look at all those who DID)

Questions:

- 1) Would there be more opportunities for looking at resources and web sites(with guidance)? What is available on United Streaming? We need computers to work and we need a lower ratio of people to computers. Do all schools have the tools to use the online resources? In their classrooms?
- 2) Do we need to revisit or revise looking at SEEDS web site and do this locally since we are short on computers at SEEDS?

Question 2) Plans for Implementing my new ideas, knowledge, skills

Themes: What do you see?

United Streaming

Trade books (new terminology for us)

The majority of teachers were using strategies already taught

What additional questions do you have?

Are they really using the resources?

Do we have adequate technology and expertise to implement?

How do we find time to prepare for using technology?

How does time with trainers look different to be able to address the technology issues? (Trainers have empowered others to use technology.)

How can tech support people at the local level have time to support teachers in their technology endeavors?

Can SEEDS PD days include a technology-to- support-reading- instruction piece yet this year?

Do we have differing technology needs, district to district?

What can we do to move beyond our current technology to “what could be” rather than “what is”?

Question 3: Evidence that my knowledge and skills have impacted my students’ learning

Themes: What do we see? (94 total responses)

63 – student reactions, student writing assessed with the rubric

17 - Broader use of resources and lesson reflection

5 - Student use of summarizing outside of classroom

9 responses we didn’t understand or didn’t really address this ?

Questions :

Did the PD on trade books/ online resources impact teacher responses related to broader use of resources?

Question 4: Questions that have been raised in my mind:

Themes: What do we notice?

50 – no questions

34 – other responses

10 – finding and using trade books in classroom

9 - SEEDS format – the plan, the actions, the info, the requirements for teachers on SEEDS day –

Questions:

Would some of those responses be identical despite what happened on Day 1?

How can we make expectations more explicit? Can we make teachers more comfortable about expectations?

Support /Assistance I would like and comments:

Themes: What do we see?

Support needed:

63 – no support needed – teachers are confident

3 - What is expected and what is the timeline? Planning team decided to assign work day by day. Some of the data analysis leaders heard verbal comments that day-by-day is a good way to do this.

8 - Enjoyed Medianet and online resources

4 - lack of organization, focus

2 – lack of collaborative work time

Questions:

If we do a timeline for Day 2 assignments, would that suffice?

Can we switch from using “redundant” to “reinforcing”? Review is a good thing!

Will 3 hours of work time eliminate the requests for more work time?

Anonymous Comments: (11)

Themes: What do we see?

6 – disorganization and lack of focus

3 – trainers were put on the spot, embarrassed, not prepared to present

2 – content area work – need more time

1 – what to bring was unclear (this was in brochure)

Questions:

What happened that gave us a feeling of lack of focus and/or disorganization?

How did we each interpret what to bring for today, Oct. 8? Do we interpret expectations differently? Are we unwilling/unable to interpret expectations?

How will trainers know exactly what is expected of them on SEEDS days?

Could more trainers be involved?
How can we insure that teachers leave with clear expectations?
How can we get needed resources on web site? – Stanton’s “collection sheet” – Sherry will send it to Carma
How can we support teachers after they have already done the lesson?
(especially if they did it incorrectly)
Do we need to model lessons every PD day?
Are we dealing with lack of clarity or unwillingness to implement?
How do we move from just words to numbers, pictures, etc. especially in math? Do we need to get resources to help with connecting math and literacy?
How do we work from where teachers *are to* where teachers *can be*?
How do we get support we need when we can’t assist with the questions that come from our staff?
Do we need more videotaped examples?

What do teachers/students need to work on? What are the implications for Days 2 & 3 of SEEDS?

Themes from our questions:

Trainers as models, especially with trade books.
Technology and online resources
How do we determine if teachers are getting better and if students are improving? i.e. is professional development impacting student achievement

Recommendations:

- ✓ Trainers need to model/share lesson examples. (Kevin Shafer would be an excellent resource for math lesson examples.)
- ✓ Clear expectations for trainers and SEEDS teachers
- ✓ Data analysis leaders want to set the expectations for what will be collected, i.e.
 - Males/IEP/F & R – we need to continue to look at these subgroups, especially IEP students - F & R info could come from principals
 - Continue to track three students and hopefully work with the same class all year. Teachers can use additional classes/students, **but collect data on just 3 students who are all in the same class section.**
 - Use student work to indicate who is high/average/low, not status as IEP or Title

Additional Content Needed based on Teacher to Teacher presentations?

- Extended exposure to print
- Extending fluency strategies

- **SEEDS Web Page Survey**

Themes:

Positives: Site is easy to navigate

Great info for resources – more available than I realized

Negatives: light green is hard to read

- **Summarizing implementation analysis - Reflections**

- What data that we are collecting is most useful in telling us if students are progressing and also strengths and weaknesses of teacher practice? Frequency vs. fidelity

What do we see? Themes:

What Worked:

- Modeling by teachers
- GIST log
- Students worked in groups
- Students knew GIST method
- Good discussion
- Reading aloud
- Interesting text; students receptive
- Group practice
- Interest articles/real life articles
- Prior knowledge

What Did Not Work:

- Teachers need to model more
- Students felt that they understood the process, but they did not actually understand the process
- Some teachers and students did not understand GIST
- Overall summaries lacked important information
- Lack of time
- Students question relevance of activity
- Student response not in correct format
- Article too long
- Students did not follow directions
- Difficult text
- Lack of effort on behalf of SPED students
- Unclear directions

Student Responses:

- Enthusiastic, good, tried hard
- Good to summarize, but did not want to listen to other students summaries that were shared in a group setting
- Students enjoyed lesson
- Overwhelmed by length
- Participation
- Positive

- Not enthused
- Apprehensive

What additional questions do we have?

- How do you encourage students to paraphrase?
- Do we need a variety of summary frames per school?
- Do we model text length?
- Do we need to clarify guided practice and independent practice?
- *Do we need to model good teacher response on reflections?
- If students are apprehensive, are teachers modeling GIST in three different ways? Is this a problem based upon different content areas? Is this a writing exercise versus reading comprehension?

What do teachers/students need to work on?

- Teachers need review of strategies
- Teachers need more modeling
- Teachers need to give specific examples of student responses
 - o Not “good”, “fine”, “OK”, blah, blah, blah
- Define the difference between “student response” and “what worked well”
- Use a trade book article that supplements the textbook
- Some teachers want student summaries to be in paragraph form, not logs

Recommendations for SEEDS Days 2/3?

- ✓ **Share lessons of 5 text structure types, GIST, and comparing using alternate text** – include modeling of how to write specifics on lesson reflection (for all teachers)
 - ✓ Final 90 minutes will include:
 - o **Data analysis results** (Debbie K and Joel G)
 - o **Clarification of access-to-print connection to summarizing and clarification of Lexile levels**
 - o **Process Day 2 Teacher to Teacher content, making ties to current SEEDS work**
 - ✓ **Next assignment**, due Dec. 7:
 - o Bring: alternative text (or find from online resources during Day 2 work time), Bloom’s taxonomy, Standards and benchmarks, resources for upcoming summarizing and comparing lessons
 - ✓ Online resource exploration, with guidance and support - when?
- **Textbook/trade book data – did not have time to get to this**
 - **Subjects Matter – did not have time to get to this**
 - **Evals**

WE changed our position on this:

Recommendation: review session and a non-review session (determine # ahead of time Stanton – 4 East Mills 9 – Farragut 0, Essex 2 South Page 6 plus the trainers who will do this) so those who already know the strategies don't have to repeat this

Evaluations of today's meeting:

Plusses:

- 4- open, candid discussion of the real issues
- We're getting to the discussions that affect prof dev that affect student achievement
- 2 - Good teamwork/collaboration coming up with our direction
- Good questions raised
- Discussion really helped me to clarify our overall as well as independent teacher goals
- Reinforce, reinforce, reinforce

Wishes:

- Abbreviate agenda so we can have a feeling of completion as opposed to rushing through each item
- Try not to constantly change plans, forms, and procedures
- Clear expectations for teachers in SEEDS
- Need some consistent needs for everyone
- I'm so confused. Feel like I'm making decisions not knowing really what I'm doing
- Less tangential talk – follow the 4 questions
- More "learning" time