

**SEEDS Planning Committee Meeting
Sept. 24, 2007, 9:00 – noon, Shenandoah AEA**

SEEDS Elementary Goals:

- improve reading vocabulary and reading comprehension student achievement, decreasing the gender (males – Fgt. NV), IEP/non-IEP, and free & reduced/non-free & reduced gaps
- improve efficiency and accuracy in math problem solving, concepts, & estimation

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 Elementary Reading Comprehension & Math Leadership Team Meetings

(joint meetings)

September 5, 12:30 – 3:30 Shen AEA

Oct. 24, 9:00 – 3:30 – Shen AEA (new date)*****

Jan. 18, 9:00 – 3:30 – Shen AEA

******Feb. 27, 9:00 – 3:30 - Shen AEA (new date) ******

May 13, 9:00 – 3:30 – Shen AEA

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

SEEDS Planning Committee (Administrators)

All Meetings 9 – noon at Shenandoah AEA

Sept 7 and Sept. 24 (special meeting)

Nov. 5

Jan. 22

March 10

May 20

June 9

Ground Rules:

- Develop and review the agenda
- Develop conditions of respect, acceptance, trust, and caring
- Conduct one piece of business at a time – focus here for today
- Start on time
- Reach decisions by consensus

- Support . . . challenge . . . counter. Differences resolved constructively lead to creative problem solving.
- Assign follow-up actions and responsibilities

Goals:

- Evaluate data from SEEDS Day 1
- Develop the plan for SEEDS Day 2

Agenda:

- Sept. 7 SEEDS Planning Committee notes
- Elementary Math and Elementary Reading Day 1 evaluations
- Content and design for SEEDS Day 2
- Secondary Instructional Strategies Day 1 evaluations
- Other

Those present: Jay Lutt, Sandy Hilding, Allen Stuart, Deb Taylor, Ron Iles, Dennis McClain, Connie Richardson, Sue Kelso, Tera Schechinger, Heidi Stanley, Carma McLaren

Agenda Item	Discussion	Action
Sept. 7 meeting notes and actions	<ul style="list-style-type: none"> • Thumbdrives – some Essex teachers have them, Stanton teachers each have one, EastMills interested in purchasing from Essex.. 	<ul style="list-style-type: none"> • Carma will ask Sue if teams have new meeting dates • Collaboration posters will be coming • Thumbdrives – Essex – not working for teachers?
Elementary Math & Elem Reading Day 1 evals	<p>Data Analysis Process:</p> <p>1) What are the major themes?</p> <ul style="list-style-type: none"> a. <u>Math</u>: opportunity to explore the website; SEEDS scavenger hunt and NCTM powerpoint b. Math: Liked the articles and being able to collaborate on how to apply c. Math: Liked switching to math and appreciated the presenters d. Math: “Not going to carry a pencil” e. Math: Would like to see more modeling of how to do this in the classroom f. <u>Reading</u>: collecting data to know that it is working g. Reading: Worthwhile and had things to implement right away with inferences h. Reading: + article, beneficial i. Greater frustration on the part of the secondary teachers with technology than elem (some technical problems with 	

	<p>Farragut elementary lab and the AEA laptops)</p> <ol style="list-style-type: none"> 2) What additional questions do we have? <ol style="list-style-type: none"> a. What's the Daily 5? 3) What are the implications for SEEDS Days 2 & 3 professional development? <ol style="list-style-type: none"> a. Keep modeling for math and reading b. Fast-paced, felt it was more beneficial c. Appreciated collaboration time 	
<p>Day 2 Content and Design Elementary</p>	<p>Caryn Lewis or Jody Guarino can do up to 3 sessions, each of the sessions are 90 minutes Build the day in four 90-minute blocks (30 minute lunch possibly to fit in the 4 blocks)</p> <p>Math This content works K-12, but she is presenting it as K-3</p> <ol style="list-style-type: none"> 1) K-8 math participants: <i>Data Collection and Collaboration: Pathways to Differentiation</i> 2) K-8 math participants: <i>Problem Solving in a Primary Classroom</i> 3) <i>Work session with Jody Guarino</i> 4) <i>Work session with Heidi and Tera</i> 5) <i>ELL session, open to other districts OR bring another group (Farragut reading) to Problem Solving</i> <p>? possibly offer the ELL session and open it up to other districts (put it at the end of the day and possibly host in another location, Shen, Hamburg, Clarinda, Sidney? Or AEA-wide?)</p> <p>Reading – Caryn Lewis</p> <ol style="list-style-type: none"> 1) K-8 reading participants – <i>Comprehension Strategies: Unlocking the Mystery of Text Comprehension</i> 2) K- 3 reading participants only – <i>Decoding & Encoding</i> 3) 4-8 reading participants only – <i>Layered Questioning Techniques for Diverse Learners</i> 4) <i>Work block with Caryn</i> 5) <i>Work block with Sue K</i> <p>Other teachers could access math from online presentation on Teacher to Teacher site (google T to T), if they are interested</p> <p>Is it essential that every district do the same thing? (stay with reading or math) YES – stick with the goal areas only</p>	<p>Teacher to Teacher website has some presentations and handouts and PP's</p> <p>Conversations are needed with the T to T presenters and AEA content consultants</p> <p>Mr. Lutt will have additional conversations with Head T to T person about our requests/needs</p> <p>contact Mary Smith if we go with the ELL session</p>

<p>Secondary Instructional Strategies Day 1 evals</p>	<p>Data Analysis Process:</p> <ol style="list-style-type: none"> 1) What are the major themes? <ul style="list-style-type: none"> • Activities planned didn't clearly note the direction – no common shared vision • Trade books – will figure out way to work with these at local level • Appreciated resources available for teachers to check out • Mixed comments about time spent with MediaNet and resources • Trainers who were used on Day 1 didn't know what they were to do. Trainers who weren't used wanted more involvement. 2) What additional questions do we have? <ul style="list-style-type: none"> • What do we do with trade books? • Trainers purpose/role on PD day? • Access to Print – what to do with this strategy? How to apply? How does it connect to summarizing? 3) What are the implications for SEEDS Days 2 & 3 professional development? <ul style="list-style-type: none"> • We need to get back on path we've been on • Big group presentation is not the most effective way to learn • The group is large and diverse • PD was done to us instead of with us • Work on reconnecting to the past • Focus of the year from the syllabus: review summarizing, move to note taking, reciprocal teaching • Bring in AEA resources again? • Design a structure for Access to Print, no homework was connected to it/application (ex.: 3 examples of how you've used A to P) • After planning day, the trainers didn't know what was going to happen the first SEEDS day – administrators felt the same way after Sept. 7 meeting • Set the tone for the day, principals need to do an extremely good job of connecting SEEDS Day 1 access to print and Teacher to Teacher presentations to SEEDS goals/direction to give the speakers a receptive audience. • Last year had 2 reading consultants at HS, this year 1 	<p>Principals talk with staff locally about connection of access to print and summarizing</p>
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	<ul style="list-style-type: none"> • Clarify “lexile” level • Teachers left with no feeling of expectations for implementation 	<p>Trudy clarify “Lexile Levels” and clarify expectation to use alternate text with next summarizing lesson (and the comparing lesson?)</p>
<p>Day 2 Content and Design Secondary</p>	<p>Organize the day in four 90-minute blocks</p> <ol style="list-style-type: none"> 1. <i>Comprehension Strategies for Secondary Students</i>- offer 2 times in AM- divide groups by content areas 2. <i>Improving Fluency to Increase Comprehension for Struggling Adolescent Readers</i> – offer 2 times – divide groups by content areas 3. <i>Summarizing (What Works strategy) & Access to Print</i> clarification & connections - Examine summarizing lessons the trainers have done using alternate text, each model a lesson using a trade book (all trainers would have implemented summarizing with alternate text by Day 3) Trainers would plan and model a second lesson (could be one they’ve done in the past) with different Summary Frames (cover all 5 types) Also include a comparing lesson. How many to model? How many to simply share? 4. Clarify Lexile levels 5. Processing Day 2 learning - Do a comparing activity based on Session 1, <i>Comprehension Strategies</i> – compare what we’re doing with summarizing/comparing to Tracy’s content 6. Work time during both blocks <p>Shannon C – take science teachers away, Jay has visited with her, she is a Teacher to Teacher and willing to come down on her own – maybe look at Day 3 or a future date for this Divide group by content areas</p>	<p>Trudy – have conversation with Tracy</p> <p>Mr. Lutt will check to see if Tracy is able to do 2 sessions twice during the day to reduce the numbers in the groups (84 total) Could do one large group (Comprehension) and then 2 smaller groups</p> <p>Carma and/or Trainers will create comparing activity</p> <p>Carma will check on #'s in each content area</p>

8:15 – 9:45 Session
10 – 11:30 Session
Lunch
12 – 1:30 Session

1:45 – 3:15
3:15

Session
District meetings

Content-Alike Collaborative Groups

Group 1 –Vocal Rm	Group 2- Library	Group 3 – Rm 118
Music Career & Technical Ed: Ag Business FCS Industrial Arts/Tech	*Foreign Language *Language Arts *Science Art	*Social Studies Physical Education Math *Special Education
Teacher Leaders: TimMcConnaughey(Band)Esx Sherri Boschee (Vocal) Esx Sherry Vogel (FCS) Stanton Dave Nelson (Ag) Fgt	Teacher Leaders: Terry Weldon (Sci) Fgt Kay Brennan (Sci) East Mills Sarah Lottridge (LA) Esx Patty Bredensteiner(Art)Fgt Karen Guthrie (LA) SP Linda Williams(LA)Stanton	Teacher Leaders: Steve Schuster (Social Studies) Esx Sandy Hilding (math) Fgt Paula Olsen (math) SP Shannon Athen (SS) SP Jake Nimrod (P.E.)Stanton
LEA: Deb Taylor	LEA: Ron Iles	LEA: Sandy Hilding

Group A – Room?	Group B – Room?
Foreign Language Language Arts Science Social Studies Special Education Approximately 37 total	Music Career & Technical Education – Ag, Business, FCS, Industrial Tech Art Physical Education Math Approximately 39 total
Teacher Leaders: Terry Weldon (Sci) Fgt Kay Brennan (Sci) East Mills Sarah Lottridge (LA) Esx Karen Guthrie (LA) SP Linda Williams (LA) Stanton Steve Schuster (SocSt) Esx Shannon Athen (SocSt) SP	Teacher Leaders: Sandy Hilding (math) Fgt Paula Olsen (math) SP Jake Nimrod (P.E.) Stanton Tim McConnaughey(Band) Esx Sherri Boschee(Vocal) Esx Sherry Vogel (FCS) Stanton Dave Nelson (Ag) Fgt
Ron Isles Deb Taylor (floater)	Sandy Hilding Deb Taylor (floater)

Want the first and third session repeated by Tracy Wilson, Teacher-to-Teacher national presenter. Presenter would be providing four sessions total.

Trainers will be providing a summarizing review session using some modeling and some “telling’ about the lesson –one lesson using alternate text (could be GIST or summary frame) and one lesson with a summary frame (want all five text structure types) . A comparing lesson may be of value using the alternative text as well.