

Strategic Plan End of Year Update

Actions being taken to address Strategic Priorities A2, B2, C2, D1, and D2:

A2: Develop Instructional coaching capacity, for teachers and administrators, across the district

- Curriculum specialists participate in Collaborative Practices module
- Facilitative Leadership training for 39 Faculty Leaders and 13 Administrators

Mid-year Progress

See Strategic Priority A1 for update. Facilitative Leadership training was completed.

End of Year Progress

- Individual coaching with administrators and small group coaching with faculty and administrators completed with Gene Thompson Grove as follow-up to Facilitative leadership training.
- Math, Literacy, and Instructional Technology Specialists complete one-day training on communicating with teachers and teams.
- Literacy coach enrolled in multi-day training through Lesley University during summer 2016 and school year 2016 - 2017.
- Student services have used protocols in meetings with their departments.
 - Pre-K has used protocols to analyze student data and look at current research.
 - HPS Sped has used protocols to develop Team Norms
- Student Services has also participated in the IST pilot program at HPS/HMS.
- Participation of curriculum specialists in the Collaborative Practices module allowed specialists to discuss how they could work with faculty and faculty teams in a more focused manner related to learning goals, student work, and classroom data.

B2: Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science

Implement new keyboarding software and re-implement keyboarding curriculum and instruction at Grades 3-5 to meet the Massachusetts ELA standards for producing writing on a computer

Mid-year Progress

- Faculty work group reviewed literature and ELA standards and affirmed the district's 3-5 keyboarding curriculum and instruction. New software was recommended, purchased and implemented. Instructional Technology Specialists are working with classroom teachers this fall and winter to implement the new software including instruction and practice sessions. We are on track for all students to complete the planned six-week progression by the end of the year. Anecdotal feedback and preliminary reviews of student progress have been positive. Students are all being surveyed about their experiences with the new program at the end of their six-week progression.

End of Year Progress

- All grade 3-5 students have now successfully completed the six week keyboarding curriculum. All students have shown progression in their keyboarding skills, as monitored through the software. Anecdotally, teachers are reporting better technique and faster typing speeds. When surveyed following their six-week session, 83% of students reported they felt their typing was "BETTER" at the end of the session, 72% reported that they were "FASTER" and 76% reported they were "MORE ACCURATE". Most importantly, 82% reported they were using proper technique, with fingers on the home row. Of students who had previously used the old Type To Learn software, 82% preferred the new Keyboarding Without Tears software.

Provide professional development regarding literacy development in order to align preschool ELA curriculum to meet state standards

Mid-year Progress

Will begin on 1/6/16

End of Year Progress

- Three-session module on preschool literacy completed.
- Preschool – Kindergarten joint faculty PD sessions built into 2016-17 schedule so that faculty can clarify literacy practices and expectations between the two grade levels.

Pilot new Life Science units in select classrooms K-4; write new Earth and Space Science units during summer 2016; implement Engineering is Elementary units in all classrooms K-5

Mid-year Progress

- The pilot of new Life Science units has begun in twenty-one classrooms K-4.

End of Year Progress

- Pilot of new Life Science units nearing completion; feedback being gathered from participating teachers in order to revise pilot units over summer.
- Twelve summer work projects to update science curriculum in both Life Science and Earth and Space Science planned and provisioned.

Decide whether to utilize newer version, EDM4, of Everyday Math in grades 1-5; if utilized, plan for 2016-17 implementation

Mid-year Progress

- The decision was made in November to adopt EDM4; planning for implementation has begun. The Instructional Technology team reviewed and provided feedback regarding the online components of EDM4 and are now working with Math Specialists to plan for implementation.

End of Year Progress

- Training for all faculty in grades 1-5 completed in updated Everyday Mathematics curriculum.
- All classroom faculty have already received full sets of EM4 materials in order to facilitate planning for next fall.

- The technology team has supported the work of the Math Specialists in the rollout of Everyday Math 4 this Spring. Automated provisioning of faculty and student accounts has been setup and Nicole Putnam joined the Math Specialists to lead a training in the EDM4 online tools for grade 1-3 teachers. The same training will be delivered to grade 4-5 teachers on Monday, May 23rd.

Decide whether to open materials review process for Middle School Math; if decided upon, plan for review

Mid-year Progress

- Decision was made to open materials review; first Middle School Mathematics Materials Review Committee meeting on 12/16/15.

End of Year Progress

- Middle School Math Materials Review initiated. Goals for new curriculum identified; review of curricula in neighboring districts and private schools completed; sample curricula brought into district and review of materials begun.

Decide whether to open materials review process for Social Studies in Grades 7 & 8 on Hanscom; if decided upon, plan for review

Mid-year Progress

- Decision made to open materials review; first meeting planned for January, 2016.

End of Year Progress

- Decision made to wait until early fall 2016 to begin first steps in materials review for Social Studies.

Initiate Report Card and Conference Review committee; draft recommendations for modifications to current reporting program by June 2016

Mid-year Progress

- Committee initiated; third meeting held on 12/15/15.

End of Year Progress

- Committee met monthly from October – May.
- Surveys conducted about existing reporting system with students, parents / guardians, and faculty.
- Draft recommendations presented to Admin Council, recommendations revised, and final recommendations to be presented to Admin Council at end of May.

C2: Provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning

Work with HMS Principal and Faculty to develop maker space in the new Hanscom Middle School to support authentic learning opportunities in the sciences and technology.

Mid-year Progress

- Erich Ledebuhr and Rob Ford are co-leading a STEM Committee at HMS to “discuss how community spaces can be best used to create opportunities for all

students and teachers to engage in authentic learning experiences that involve creating and making, through activities such as 3D printing, electronics, coding and other project-based experiences. The group will discuss the utilization of the physical spaces in the new building, how this work can meaningfully connect to and support different curriculum areas, and how best to manage and sustain these resources. “ The group will meet for the first time on January 15th.

End of Year Progress

- The STEM Committee has developed a plan for launching the Hanscom MakerSpace (HMS) in the new building to facilitate STEM learning. The committee has laid out two distinct, but coordinated paths – one focused on free exploration and student-led projects, as through the Makers club, and the other more tightly integrated into the STEM curriculum. The Committee was awarded a grant by LSF to support the initial setup of the MakerSpace, and will also be conducting a curriculum work project to develop MakerSpace units that can be integrated into new STEM curriculum at each grade level this summer. The MakerSpace will also be host to a new 7th grade STEM camp for 10 days in May and June, that will introduce students to concepts in robotics, green energy, and engineering, and include a multi-day design/engineering challenge.

In partnership with the Lincoln School Foundation, develop and launch the "Innovation Accelerator" intranet website for sharing innovative teaching practices within the district.

Mid-year Progress

- A preliminary design concept for the web portal has been selected and is being refined based on LSF feedback. Faculty applications to share innovative practices have been submitted and are being reviewed.

End of Year Progress

- The preliminary design concept for the web portal has been completed. We are currently working with the LSF to develop the best ways to identify and highlight innovative work, and are looking forward to a launch next year.

D1: Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices

Focus on the collection, storage, retrieval, and analysis of data from the Key Yearly Measures; develop consistent, improved data management practices for these literacy and math assessments

Mid-year Progress

- First annual report on five Key Yearly Measures presented to School Committee on 10/22/15; process of improving data management procedures begun.

End of Year Progress

- Data from Key Yearly Measures gathered in more timely fashion during 2015-16.
- For first time, summer analysis of all 2015-2016 data (except MCAS) possible given improved data collection and sharing during this school year.

- Collaboration increased among Math and ELA Content Specialists to increase reciprocal understanding of teacher assessment loads, data collection practices in each discipline, data analysis practices among faculty, and the scheduling implications for teachers and students of conducting multiple assessments during any single month.
- Planning for streamlined assessment scheduling in 2016-2017 begun.

Collaborate with Curriculum Leaders to gather input on faculty needs regarding data management

Mid-year Progress

Completed for Math and ELA

Analyze current assessments to determine which assessments may be safely removed from the assessment program

Mid-year Progress

- Analysis begun; to be completed Winter/Spring 2016

End of Year Progress

- To be continued in 2016-2017

D2: Support educator use of data to monitor student growth and inform instruction

Develop and implement a pilot data dashboard

Mid-year Progress

- Feedback on proof of concept dashboard gathered from administrators. Tableau server and software purchased. Implementation will begin in the early Spring.

End of Year Progress

- Development of the dashboard has paused while we evaluate the future of our Student Information System.

Improve assessment data collection processes in Aspen

Mid-year Progress

- Assessment data validation rules have been implemented for literacy assessments and teams are in the process of being trained on the new "single screen" assessment data entry in Aspen.

End of Year Progress

- Data entry validation rules have been put in place and staff now have a single screen data entry page available to them.

Develop and implement a system for tracking key district measures over multiple years

Mid-year Progress

- First iteration of data tracking for Key Yearly Measures completed; subsequent iterations to follow in Winter/Spring, 2016.

End of Year Progress

- While teachers and curriculum specialists are carrying out the assessments and, building based conversations are taking place using some assessment data, there is still a need to improve our dissemination of data to teachers immediately following the assessment administration. In conjunction with this need, a more structured approach to helping teachers use the data to inform their work with students is needed.

Provide advanced systems administrator training in Aspen to two staff members to better enable us to analyze and manipulate student data

Mid-year Progress

- The first of five training modules in the course has been completed. The next two modules, which run simultaneously, will begin the first week of January.

End of Year Progress

- Three of five training modules are complete and the final two modules are underway and will be completed by early June. Much of what has been learned has already been directly applied to improving assessment validation and developing new reports.

Provide faculty with professional development during Collaborative Practices and Small Group Reading Instruction modules on examining student data with an eye towards adjusting instructional practice

Mid-year Progress

- First module completed: Collaborative Practices with 6-8; Small Group Reading Instruction with K-3

End of Year Progress

- All faculty in Grades K-5 have completed Small Group Reading Instruction module that included review of Fountas & Pinnell assessment practices and analysis of reading data with an eye towards selecting more focused, effective instructional strategies for each student.
- During the Collaborative Practices module emphasis was placed on the importance of teacher teams developing Common Assessments and analyzing data together. Faculty received an introduction to looking at data together during the module, using a data protocol and also comparing what you are able to discern from a single classroom's assessment data versus looking at four classroom's data on the same assessment.

Provide faculty leaders and administrators with professional development through SRI on how to lead productive data analysis conversations

Mid-year Progress

- Curriculum Leaders and Team Leaders completed two full days of PD with Gene Thompson Grove. Participants received introductory exposure to data analysis protocols.

End of Year Progress

- Team Leaders and the Curriculum Leadership Team members completed two days of SRI training. Participants received experience following protocols for looking at student work and data.
- Opportunities for teams of teachers and administrators to meet with Gene Thompson Grove were made available in the spring. These sessions were designed to meet the individual needs of each group.

Additional Strategic work:

If the student Services Department practices are consistent, then students across the district can expect to receive high quality cohesive services.

End of Year Progress

- In order to ensure that consistent practices and procedures are implemented across the district, the Student Services Coordinators and Administrator of Student Services have elicited input from staff working across both campuses to identify consistent and inconsistent practices and procedures.
- A working document has been created that indicates specific inconsistencies between campuses.
- We have changed the practice of using PLEP B (Present Levels of Educational Performance B, part of the IEP) so that both campuses are using the IEP document consistently.
- We have revised and are currently seeking approval for our district's release of information form.
- A new initiative was approved to increase the supervision and consultation between special educators and tutors regarding the delivery of specially designed instruction.
- The ESY eligibility forms and data that are required for eligibility has been revised to better determine whether students are eligible for ESY services.
- We have revised the process and practice for receiving Independent Educational Evaluations.

Additional inconsistencies are being reviewed and procedures revised as appropriate.

End of Year Evidence of Progress
A1: Develop expertise in team based collaborative practices

Collaborative Practices Module

Measures (Outcomes)

- Observation of faculty teams carrying out collaborative practices will be documented by principals i.e. agendas and minutes from Team meetings and Common Planning Time

- Faculty will share the outcomes (results) of their collaborative work with their principals.

Administrator	Evidence
Erich Ledebuhr	<ul style="list-style-type: none"> ● Team norms have been re-evaluated and updated when necessary ● The 6th/7th grade team created a separate set of norms for parent conferences ● The 7th/8th grade team has partnered on a professional practice goal to collaborate and teach an interdisciplinary unit which they have entitled <i>The Faces of Inequality</i> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Teacher leaders and administrators have begun to use meeting protocols in collaborative discussions. All teams have used at least one protocol this school year to focus and guide their discussions about student learning</i> ● <i>All teams successfully collaborated to create a unit of study that aligned with our new shared vision for our new school.</i> ● <i>Student data is being collected to determine the effectiveness of these units</i> ● <i>Faculty have shared the outcomes of their collaborative work with the principal and the principal has observed outcomes of collaborative work</i>
Sharon Hobbs	<ul style="list-style-type: none"> ● Teams are using common planning time around discussing students differently as they are looking at data differently. 6th grade team on 12/14 engaged in a protocol to analyze student work to create a goal as a pre-IST meeting. ● Team norms for 6-8 teams were re-evaluated and updated ● Team Leaders are beginning to use protocols with their teams
Beth Ludwig	<ul style="list-style-type: none"> · Educators participated in team-directed collaborative learning projects with common outcomes · Institute Day 2016 was dedicated to team-based work on collaborative learning projects · “Teachers as Transformational Leaders” model was implemented: Utilized the existing talent of educators by creating school-based teacher observation and reflection partnerships · Teacher leaders and administrators have begun to use meeting protocols in collaborative discussions. All have exceeded goal of using at least one protocol this school year. · In the areas of reading and math, faculty have analyzed student learning data,

	<p>drawn conclusions and shared them with colleagues, and sought out feedback about instructional or assessment practices that will support student learning</p> <p>Faculty have shared the outcomes of their collaborative work with the principal and the principal has observed outcomes of collaborative work</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> <i>· Educators participated in team-directed collaborative learning projects with common outcomes</i> <i>· Institute Day 2016 was dedicated to team-based work on collaborative learning projects</i> <i>· “Teachers as Transformational Leaders” model was implemented: Utilized the existing talent of educators by creating school-based teacher observation and reflection partnerships</i> <i>· Teacher leaders and administrators have begun to use meeting protocols in collaborative discussions. All have exceeded goal of using at least one protocol this school year.</i> <i>· In the areas of reading and math, faculty have analyzed student learning data, drawn conclusions and shared them with colleagues, and sought out feedback about instructional or assessment practices that will support student learning</i> <p><i>Faculty have shared the outcomes of their collaborative work with the principal and the principal has observed outcomes of collaborative work</i></p> <p><i>*More detailed information (impact/outcomes) will be offered in SIP and SIP presentation</i></p>
<p>Summary: The Collaborative Practices Module was implemented with faculty in grades 6-8. Feedback on the sessions is attached. Sharon Hobbs and Erich Ledebuhr are continuing conversations with Team Leaders and all faculty about creating teams that function as Professional Learning Communities. This work includes establishing team norms in order to become collaborative/accountable teams. Team Leaders are using protocols in their meetings to raise the level of conversation focused on learning and teaching. At this point, practices are in the beginning stages. Faculty will need continued support to develop their skills and carry out collaborative practices consistently.</p> <p><i>End of Year Update:</i></p> <p><i>Collaborative Practices Module 2 and 3 were conducted ensuring that all faculty received the same training and consistent message regarding the expectation for how our faculty teams work collaboratively to focus on student learning. As demonstrated through the Strategic Planning Public Forum presentations and School Improvement Plan reports, faculty are beginning to move towards greater collaboration to develop team based, integrated curriculum units. In addition, faculty are using the tools learned through the Facilitative Leadership PD to focus their work. The use of specific protocols for looking at student work and data, or to focus conversations is being seen across the district. In the coming school year, principals will focus on ensuring that all faculty teams are developing goal oriented plans for team based focus on student learning using the structures and processes they have been introduced to this year.</i></p>	

Peer Observation

Measures (Outcomes)

- Positive program outcomes from 2014-15, along with multiple points of entry to the program, will result in a doubling in size of the program.
- Participants will report improved professional practice *and* deepened communication with colleagues as a result of participation in the program.
- Participants will report on the impact of the PO program on their professional practice and/or their students' learning.

Administrator	Evidence
Patricia Kinsella	Assistant Superintendent distributed information on updated PO program in early September to all faculty; met with faculty representatives of all schools in December to share information about second and third PO cycles for school year; met with individual PO groups in formation about differentiated support.
	<p>Patricia Kinsella attended December meetings (team leaders and faculty) to generate interest and answer questions so that PO groups can form starting in January (after SEI)</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none">• <i>Despite positive response by faculty to the Peer Observation program and great interest in participating in the program, only two PO groups formed during 2015 - 2016.</i>• <i>During all outreach meetings, faculty consistently stated that they would like to embark on a PO project in the following year.</i>• <i>Feedback from the two groups was unequivocally positive:</i><ul style="list-style-type: none">○ <i>We learned so much yesterday as we were able to observe two class lessons focused on XXX. We were able to have a pre-meeting for each lesson, to follow a protocol to debrief and reflect on what we observed, and to begin to make plans for weaving a XXX routine into our workshop in a more focused way based on the work by XXX. Thank you so much for encouraging the Peer Observation work and supporting us with half-day substitutes. What a tremendous opportunity for collaboration for our team.</i>
<p>Summary: The Peer Observation program was expected to get started in January.</p> <p><i>End of Year Update:</i></p> <p><i>Two groups did form and carried out work that they described as valuable to their professional learning, with immediate impact on their instructional practices. Planning for the PO program next year will weave together the multiple initiatives currently underway in the district: Facilitative Leadership, collaborative practices, new math curriculum in grades 1-5, etc.</i></p>	

Facilitative Leadership Training for Faculty Leaders and Administrators

Measures (Outcomes)

- Participants will report an increase in facilitative leadership skills
- Department, team, and faculty meeting agendas, when compared with those from last year, will reflect an increased focus on student and professional learning
- Administrator observations of participant leadership during department and team meetings will reflect an increased focus on learning
- Administrator debriefing with participants after they have led meetings will reflect self-awareness of choices made in facilitator moves and use of protocols
- Participants will use protocols, with evidence that the protocols selected match the needs and skills of the group at that moment

Administrator	Evidence
Beth Ludwig	<ul style="list-style-type: none"> • Math and literacy data walls have begun to transition from forums where data is reviewed and at risk learners are selected for intervention to data analysis teams where data is used to design follow up instruction. • Feedback from teachers demonstrates that literacy common planning time has been focused on improving student learning through professional development and consistent practice • Teacher sharing has increased: Faculty members have led short presentations about lessons they have learned from revisiting small group reading instruction • Faculty Presentation: How to use peer and teacher feedback to improve fluency (and collaborative project and presentation from Mary Keane and Liz Paige with support from Nicole Putnam) • We have begun to see the benefits of providing teachers choice for focused collaborative work. Faculty have had one Wednesday to focus on collaborative team projects. Most teams will focus on these projects for Institute Day. • Teacher leaders have begun to use protocols (Consultancy and Looking at Student Work) to match the needs of a team
Patricia Kinsella	<p>CLT leaders: report initial use of protocols in meetings they lead; shared results of that use and gave each other suggestions for next steps</p> <p><i>End of Year Updates:</i> <i>End-of-year feedback from faculty and administrators regarding the FL training indicates it has had a major impact on our collective outlook towards leadership, as well as on the concrete skills we use to exercise that leadership:</i></p> <ul style="list-style-type: none"> • <i>“FL training has been fabulous. I think about the structure of conversations all the time and how we can get to underlying issues/values more effectively through the use of protocols, etc. I also see the trust in the process developing and the movement of the team to including multiple perspectives more effectively.”</i> • <i>“The impact on my practices has been most notable in the quality of interactions I have with my grade level team as well as the results of our</i>

	<p><i>facilitated conversations. I have also seen teachers use the protocols in their classrooms with students.”</i></p> <ul style="list-style-type: none"> ● <i>“FL training has changed the way we did business in the school. It provided us ways to structure and deepen the work of the teams. It allowed cross-curricular teams to look carefully at student work and see their common interests.”</i>
Erich Ledebuhr	<ul style="list-style-type: none"> ● Team Leaders have begun to use a variety of protocols from the SRI Resource and Protocol Book ● The Principal and the 4th grade team used a protocol to solve a teaming problem ● The Hanscom Schools are piloting a refined IST process. Part of the new process includes the use of protocols that we have written to provide a heightened focus to our meetings. <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>The 6th/7th grade team developed specific norms around parent meetings to help address internal team struggles</i> ● <i>The 6th/7th grade team worked with Gene Thompson-Grove to develop a protocol to assist during SST meetings so that we may more effectively and efficiently cycle through our weekly student discussions.</i> ● <i>The Specialist team is scheduled to work with Gene Thompson-Grove to develop protocol for difficult conversations and work with scheduling.</i>
Sarah Collmer	<ul style="list-style-type: none"> ● Principal uses SRI Protocols with team leaders and at risk team ● Team leaders have asked for support in using protocols <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Training enabled team leaders to bring protocols to their work as a team and increase focus on student work and outcomes.</i> ● <i>Use of protocols in weekly team meetings has resulted in richer, fuller discussions and positive changes in teaching practice.</i> ● <i>Team leaders report more collaborative discussions around student work with very focused purposes.</i> ● <i>Protocols have been used on several teams to problem solve challenging student behavior and ways to support students</i> ● <i>Systemic use of protocols has been valuable when a curriculum specialist joins teams and guides collective efforts more effectively because participants have a common language and appreciation for what the various protocols offer.</i>
Sharon Hobbs	<ul style="list-style-type: none"> ● Design meeting agendas that take into consideration the <i>what</i>, the <i>how</i>, and the <i>when</i> of the meeting <ul style="list-style-type: none"> - department meetings for 12/16 - faculty meetings L5-8 ● Lincoln grades 5 and 7 have actively begun to practice using protocols to engage in looking at students and in looking at professional collaborations. ● Faculty meetings dedicated to follow up work from collaborative practices and math differentiation (L5-8) ● <i>Fifth grade team has used collaborative practice as they have piloted the new Lucy Calkins unit of study in reading. They have also used two protocols to surface values in their team related to teaching differences.</i> ● <i>Seventh grade has engaged in protocols to look at student work, to hear how an ELL student is doing in classes and socially, to raise values conversations among the teachers, and to tune their work with a specific</i>

	<p><i>child across content areas.</i></p> <ul style="list-style-type: none"> • <i>Eighth grade has looked at student work together twice to create a better profile of students and their progress toward the standards of 8th grade.</i> • <i>Specialists have used a protocol to look at a problem of practice and to look at a student who is struggling across their classes.</i> • <i>These conversations are forwarding a more comprehensive look at student progress across disciplines. The depth of conversation has focused our work in a way that puts the emphasis on student achievement rather than our feeling about students.</i> • <i>In team leader meetings, the team leaders have helped me to plan faculty meetings in a way that forwards our conversations (consense-o-gram 2/22/16), and have done work helping me with how to lead the collaborative practice work.</i> • <i>On May 23 and May 25, Gene Thompson Grove will work with our full faculty to help us prepare for continuing this work next year.</i>
<p>Summary: Gene Thompson-Grove worked with the Administrative Council, Team Leaders, and Curriculum Specialists to develop our knowledge, understanding, and skill with facilitating conversation focused on teaching, learning, and problem-solving. Members of the Administrative Team are increasing their use of protocols in order to ensure that meeting time is used in effective, productive, and focused ways. Team Leaders and Curriculum Specialists are also beginning to introduce the use of protocols into their meetings with faculty. The Differentiation and Collaborative Practices modules this fall embedded the use of protocols into the PD sessions providing all participating faculty with exposure to this work.</p> <p><i>End of Year Update:</i></p> <p><i>The quality and impact of FL trainings have been so powerful that a significant number of faculty have elected to participate in multi-day FL trainings over the summer. This includes faculty who were not part of this year's training cohort, as well as faculty who did participate and are choosing on their own to deepen their understanding of the practices.</i></p>	

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

I learned....

- the expectations going forward
- no response
- encouraged as I heard what HPS was doing "WIN"; encouraged to hear a new teacher felt trust and could ask/answer question to his team and mentor
- that there are common concerns/wishes for more collaborative practices and trust
- that all levels/grades struggle with the same/similar issues
- that all professionals, regardless of grade and campus, feel the same about time and collaboration
- respect and trust among colleagues, positive attitudes toward change, and providing a caring and productive environment are important in a PLC
- a bit about how the Lincoln School is and isn't engaged in collaborative practices
- about different participation protocols
- the key features of a PLC
- culture needed for PLCs; about some teacher anxieties/fears; time is a word that comes up often
- that many faculty members are as frustrated as I feel sometimes, due to a lack of voice and necessary supports
- the last word
- a new collaborative protocol - Final Word
- the formal definition of collaborative-professional learning communities
- the definition of a PLC
- more about the change in perspective an administrator needs to be part of a PLC and how to use the Final Word protocol; a party without cake is just a meeting
- that a PLC school will be a process that takes time
- more about PLCs
- what the model/cycle of a PLC looks like
- more about the purposes of this module
- no response
- how collaborative learning teams differ from current practices
- characteristics of a PLC
- the district's vision for how we will use PLCs
- that protocols really help with structure of a group conversation
- that we do some aspects of PLC but have room to grow further
- how much distrust there is in admin here in Lincoln :(
- about the difference between teaching and learning
- about what a PLC is and how our district meets some of those descriptions
- a clear vision of what a PLC is and needs to be successful
- why PLCs are used in schools
- the 3 central ideas of PLC
- collaboration is extremely important in order for students to be successful
- goal for LPS is to keep moving towards collaborative practice
- the skills needed to create a collaborative learning environment. Specifically, creating a positive, trustworthy, and respectful environment to share successes and failures
- that there is "HOPE" that HPS can become more collaborative
- how a true PLC can and should work and how to make it work
- "supporting meaningful time..to (act) on behalf of improvement for students"
- that PLCs include a shared vision, trust, risk-taking, and collaboration
- that a shared vision can include disagreement
- how important trust is to have in a PLC
- about our definition of PLC

Feedback from Collaborative Practices for Student Learning Module 2, Session 1 - January 6, 2016

- that growth needs discourse
- about "The Final Word" protocol
- that principals need to lead us but most importantly, time is essential
- again how important PLCs are!
- no response
- something about staff at the other campus
- we can use this with our work with CLPs
- some of the overarching ideas that are meant to drive PLCs
- how important the role of the principal is in helping to develop a PLC
- this matches a lot of what we do including CLP at HPS
- why we are focusing on Collaborative Practices for Student Learning
- that colleagues across the board are concerned about trust and developing trust and understanding with each other
- how we can use collaborative time to effectively support kids

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

I like....

- the opportunity to be with other teachers within the district (hear from multiple points of view)
- being able to hear from others in district
- working with my group and then moving among new groups
- the interactions with others and the format
- that you acknowledge that we have a lot of demands
- connecting with others from different campus
- moving around to a new group
- hearing from colleagues and discussing the article
- that we were able to actively learn in this session
- the protocol which got us up and moving about
- the presenter; having opportunity to hear teacher perspective; clarity around vision and rationale for this
- the encouragement to consider PLCs as a way of life to bring change that benefits students
- how we have a professional and reflective staff
- working with and talking with people from different grades and campuses
- the fact that we were able to talk and be engaged in the activities
- thinking about what resources we need to meet expectations of collaboration
- the jigsaw exercise as a way of tackling an article; how you reminded the group to follow the 2-3 partner talk in a clear way
- the idea of making this shift
- how the session was interactive
- the focus on giving time back to teams
- talking with different groups
- Final Word protocol was helpful to organize discussion and make sure all voices were heard
- the opportunity to discuss this with colleagues
- that you created a common knowledge base for us to grow with and took (and modeled) risk-taking by presenting this module
- the idea of giving teachers more time next year in PLCs to work on what they feel the need to work on
- the concept of really working to be responsible for all students
- listening/working with colleagues I don't usually interact with
- my group!
- the idea of opening our doors and learning through collaboration with our peers
- discussion with a variety of people
- having a clear vision of where this work will go next year (that is extremely helpful!)
- using protocols
- getting up, mixing groups, etc.
- how I was able to talk/discuss with people I had never met before
- meeting with people across campuses
- the jigsaw model to share and learn without reading the whole article
- I HOPE that actual team configurations will be considered in order to make change work!
- the idea of the school being a team and the shared responsibility between administrators and teachers
- the last word routine
- PLCs include trust and mutual goals
- staying in our grade level groups
- the idea of collaborating together. I agree that teaching can be isolating.
- being able to practice "jigsaw" and "The Final Word." I also liked our mixed groupings.
- my group
- the three big ideas of PLCs

Feedback from Collaborative Practices for Student Learning Module 2, Session 1 - January 6, 2016

- the idea of collaboration to improve student learning
- when we had time to talk about what we read
- conversation with colleagues in "Expert Group" - interesting, enlightening, and confirming
- jigsawing that article - great discussion!
- being able to discuss in small groups
- discussing how different ideals translate to our actual teaching experiences
- the opportunity to have discussions with colleagues across grade levels and across campuses
- our grade level groupings
- the direction our district is going with thinking about use of time, PD, and PLCs
- that the preschool staff was part of this as they often seem separate from our community
- talking with others who I do not usually see

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

I wish

- some people were open minded
- no response
- no response
- we had more time to talk with others cross campus
- we could collaborate with other grade levels on how they utilize CPT
- no response
- I could have turned and talked to the people next to me at the beginning
- all faculty will embrace this!
- we had time to delve into making these changes and make a commitment to this
- I could see an example of how to pull together all the parts - the data, the responding to it, etc. - across content areas
- no response
- that staff could feel appreciated for their hard work
- there were more hours in the day to do everything!
- we talked more about the how
- we weren't doing this work today when I have a major project due and many things on my mind
- I had some other related service providers in our module
- I heard your statement about validating how far we've come when talking about the culture of continuous improvement
- we had a schedule that supported this
- this could actually happen
- we had consistent curriculum in place that could support this work
- no response
- no response
- we could delve into the logistics of how to more consistently make this happen
- no response
- no response
- there was just a 2-3 minute break for water/bathroom and to say hello to colleagues we don't see often
- I could figure out how to balance teachers' need for "planning for tomorrow" vs. deepening content knowledge
- we had more time for discussion back in our whole group at the end
- I knew how to help create a team in spirit and not just title
- we had more time. I always come back to that.
- we can carry this through and see it become part of our school culture
- my team worked better as a whole
- the tenor/ mood of teachers was more positive and of administration less defensive
- to collaborate more with others within LPS, not just my grade level
- we could spend more time talking about kids and what do do in our CPT time
- we were able to collaborate more as a district and opportunities for "peers to help peers"
- my team worked better together--which seems impossible no matter what we learn
- for the time to put some of these ideas into practice
- we had started with the reading discussion
- we could have training on productive discussion/ disagreement
- we had more concrete ways of learning how to "trust"
- we had more time on our teams to plan together
- that we continue to work cross-campus and with other grade levels
- we had time to know each other on a personal level
- that I had less to do and more time to do it well

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

- Admin would talk to the teachers to get their ideas for how to make PLCs work
- we had more time to talk about how it fits with current practice (I think we will do this going forward)
- I think the same material could have effectively been presented in half the time
- I knew more about life on the other campus so I could judge whether they have tools I could use
- we had time to try collaborating about an idea
- we could consistently implement these ideas
- we had more time to dedicate to this work!
- N/A
- we had more time to unpack this (not sure we had a chance to dig deep into how our current practice fits with the PLC framework)
- sometimes that this was a larger school district and there were more teachers that specifically match me in subject
- everyone had this shared vision

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

I wonder

- how to incorporate protocols naturally into meetings
 - no response
 - how my team is thinking about all ideas presented
 - no response
 - how we can effectively use the time we are given
 - no response
 - how we can put the things we learned into practice
 - how the "action plan" for future collaborative work will unfold
 - about how we can start making changes in a manageable way
 - what my role can be in supporting teachers
 - if my grade 3 team will see/hear connections between today and the work we're doing now
 - no response
 - what will change as a result of these sessions in our common planning times
 - how and when we can implement this in our daily planning
 - if some of the issues around teacher time to plan for our students will be honored by slowing down on new
 - how I can apply this to my role as I belong to no teams and all teams in a way
 - no response
 - if this will be easier with a new principal :)
 - how this will actually be implemented. Some of us had training with the Dufours a few years back, but it was implemented (PLC) for a short time
 - if schedules can be reorganized to support more of the intervention work
 - how this will play out here
 - what we will do next time? How we can incorporate what we learn to improve our PLCs and PLCs that are
 - if we will be able to carry this out given our many responsibilities/expectations
 - how do I offer "double dip" for kids who did not reach lesson goals
 - how non-classroom teachers and teachers who are on multiple teams will make the PLC process work for
 - how our current scheduling system has to change to really support this work
 - how to resolve the "time" issue. Tired of hearing teachers complain about no time.
 - how we can build trust among grade levels and across admin and schools. Why is there so much distrust?
 - if the library has the CD "Difficult Conversations" or if they could get it
 - how we will all continue to improve in this area. Will it come up in my team meetings?
 - about some of the challenges to forming PLCs, collaborative groups, and how can we help each other with
 - how PLCs would work with my team
 - how we balance data emphasis with whole child; being the significant adult and having meaningful
 - how can I find time to collaborate with others in my building
- how we will continue this conversation at my school
- when we will have time to share and build relationships with the entire school community (not just one grade
 - if in order to make change - changes are made to teams not just because of "openings" in grade levels but to build more cross-level bridges because some will never work well together :(
 - no response
 - how we can differentiate this time
 - how does each group (which can be fluid) build trust
 - if it's possible to have more common planning time
 - how a schedule change could benefit ways in which we collaborate and work with all students
 - how to make true discourse happen
 - if my colleagues will feel they have a greater voice in the future
 - if administration will ask for our help designing the logistics behind PLCs

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

- will Wednesday times next year be devoted to give us time to meet collaboratively in this way?
- shortening such meeting, PD when too much time has been allotted for a topic
- how to better enable collaboration between grades and with the therapists so we can learn from them more
- how to best use our time for collaboration
- how we can keep these ideas at the forefront rather than occasionally revisiting or focusing
- what our next steps are in implementing all of this work
- how do we find the time to collaborate with so many different people when the topics are different
- how better to structure team meetings. Always looking for ways to have our team work more collaboratively.

It's hard

- what it would be like if administrators taught my classes for a week (and did the prep and planning)
- what else is to come in module 2

Feedback from Collaborative Practices for Student Learning

Module 2, Session 1 - January 6, 2016

What would you like the presenter to know for session 2?

- I think there is understanding on the philosophy for PLCs...how will they be established and monitored (by
- How do we start to address "not enough time"?
- Faculty members have many important insights; is there a place for these to be shared?
- I liked when we were actively participating/moving around.
- I would like more time to talk about current and related issues in LPS.
- How to "push" each other in a collaborative, congenial way; I need one more stretch break.
- Thanks!
- We tried to make PLC happen.
- a little more movement.
- Pacing great! Moving and interacting great!
- that the school is filled with talented, hard-working teachers and staff that really want PLCs to work well.
- As a specialist, I would like to be grouped with classroom teachers at my own school because they are the people I hope to collaborate with as we share students.
- It is very hard to sit for that long without really being able to stand.
- Individuals can't choose teams or change attitudes of who they need to work with.
- Change is hard, thinking about how to put this into practice makes teachers (all) nervous. What will this look
- Review the vision for how the PLC will be included for the ears to come. Also, how the PLC will help improve my practice without feeling overwhelmed by more.
- This PLC structure will never work if the team cannot find a way to collaborate. You have to start with the
- This was not presenting anything new.
- Liked changing groups throughout the meeting/workshop to change-up the discussion. Liked having norms so that all voices were assured time.
- How are we going to make this work?
- Until discussing the article, I didn't learn or hear anything new. Video was very general and difficult to stay
- I look forward to session 2!
- temperature of the room was too cold.
- I think it may be more useful for me to sometimes be paired with grade level teams and not always specialists. Also, the populations of the two campuses are very different and I do not always feel the specifics (transience, parental deployment) are addressed in the district professional development

2 1/2 = 1 person

Feedback from Collaborative Practices for Student Learning Module 2, Session 1 - January 6, 2016

The objectives of this session were clearly identified and accomplished.

Strongly Agree	50%
Agree	50%
Disagree	0%
Strongly Disagree	0%

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree	59%
Agree	37%
Disagree	2%
Strongly Disagree	2%

The content presented is important to my professional practice.

Strongly Agree	55%
Agree	43%
Disagree	2%
Strongly Disagree	0%

The materials were relevant, appropriate, and well organized.

Strongly Agree	46%
Agree	50%
Disagree	2%
Strongly Disagree	2%

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

I learned....

- 3 types of norms and that our schools are more focused on skills and procedures
- that other people shared interest in choosing the same norms
- about the different kinds of communities
- common planning time varies in how they are run, how often, etc.
- that collaborative teams are "counterfeit teams"; that as a district we want to move toward accountable teams
- that norms can help to improve the cohesiveness and effect of a grade level or department team
- about the continuum of collaboration
- how to construct a meaningful norm
- that my team has a lot of work to do
- that my team has a lot of work to do
- how to create norms
- that my team has some growing to do
- that there are 3 types of norms
- how to create team norms and indicators
- about the 3 different types of norms; what kind of norms might be missing from our school
- that there are 5 types of teams; I found this learning interesting, accurate, and helpful to think about
- there are different types of norms
- importance of re-looking at our norms; more about direction we want all teams to move in
- norms need to be attainable and a working document; always revisited
- I confirmed that I am lucky to have a wonderful team with which to work
- the components of what good norms should be; what a true PLC should be.
- the different categories of teams
- that setting norms in a collaborative way is important - it starts the foundation for team building
- the 3 types of norms
- more about team norms
- about our new set of team norms
- the importance of reflecting on how our team is working and interacting together
- more about PLCs and norms
- the 4 critical questions of a PLC
- about the different types of teams
- about the continuum and specific characteristics for each category
- where we fall and we are not truly collaborative
- about norms and how important they are in defining a functional team
- continuum of group functioning
- my team has lots of room for improvement
- there are 5 kinds of collaborative teams
- there are different functions to the types of norms
- some vocab around the level of team functioning continuum
- that re-establishing norms is worthwhile
- my teams's norms are all procedural
- that we need to be more specific in how to achieve collaboration
- that there are more steps to being successful than time
- that my team wants to work together more efficiently
- that I am aspiring to be a better facilitator and that there are many types of collaboration
- no response
- no response

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

- no response
- that the team has a lot of the same norms in mind
- more team norms which will be helpful
- No response

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

I like....

- the SI reading on continuum of community function; I love that faculty had a chance to reflect on that
- meeting with the entire team (both campuses)
- how the protocols will help structure our time effectively
- I liked talking about the indicators of norms; how to make our ideal norm list a reality
- using different protocols to read articles
- the work with team mates on building, strengthening, improving the team
- reminding ourselves to follow norms
- having time to talk with our teams
- how the time was spent building an awareness level; time to reflect about the team was useful and eye opening
- that we are moving towards this PLC model
- collaborating and thinking about values and skills as well as procedural
- the time to reflect on team priorities
- coming up with the norms as a group
- having meaningful discussions with my peers
- coming up with norms as a group
- working on norms and having this shared expectation
- having time to establish team norms
- that we had time with our team to develop deeper about norms and reflect
- the idea of a PLC and want TEAM meetings to be more effective
- working with my team
- the idea of norms for team times and developing them together
- time given to teams to review, revise, create norms
- the description of the 5 types of teams; it provides common language
- having time to talk to my team about our norms and how we work
- the focus on student learning
- time to work w/our team and try this out
- working with my grade level team to develop norms that are meaningful and purposeful for our work
- the idea of developing norms
- the mention of time as a real concern
- spending time w/ team creating norms
- having time with the team designated to reflect on where we are and how we can improve
- that we had time to talk as a team about what is important to us
- my team mates
- working with my group
- our new norms
- norms that keep meetings focused and moving in a team efficient manner
- the time with my team to develop norms
- having a better structure to decide norms - value, skills
- the continuum of team development
- pushing my thinking to push my team more on reflecting on our practice
- hearing different perspectives on video and in groups
- the team based discussions in the module; it feels more productive
- that we collaborated well today
- developing norms together and narrowing down our top 3
- continuum of community function
- working w/my team around our collaboration as a team - discussing what's important to each one of us

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

- how grade level teams stayed together this session; it was helpful to talk and collaborate w/ colleagues we work w/ daily
- that we had time to share w/ team members
- the video which showed teachers collaborating

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

I wish

- that I knew when individual placed themselves on the continuum - what's their self-perception
- we will truly use the norms we talked about
- we can get started on this together right away
- we had more time to talk about the indicators
- we will really have enough collaborative learning time on Wednesdays next year - competing time b/c it doesn't feel like there is time for looking at results
- there was designated time for team building and reflection outside of CPT times
- I had a better understanding of which team(s) I belong to on a regular basis; I wish I had job alike colleagues to discuss this with
- we could have more TEAM building time
- we had more time to make change happen and brainstorm more about it
- we could get together right away but I know that we need more time to reflect on current practices
- my whole district team was together in this module (but maybe this is for the best to have this success
- all my team members were present for this important work
- to be successful in following the norms we created
- to incorporate these team norms at our CPT and building our trust
- no response
- everyone was on board with following the norms
- I was better at juggling
- we had longer chunks of time for this work - 45 minutes by time use bathrooms, etc., is short - hard to delve deep - like Wednesday time for next year
- we can grow as a TEAM
- no response
- we had more time as a team for student work and student learning
- paper copies of articles were sent as PDF instead
- there was more time for collaborative work w/ student learning in mind
- no response
- no response
- we had less assigned team time (monthly math/ELA) and more time for the team to discuss what kind of data we need to review
- we could commit to each other to improve our instruction and focus during our common planning time
- we could have more TIME to discuss student learning needs
- that my schedule permitted more time to collaborate with the teams I belong to
- we could set aside ALL team meetings to look at student work and not deal with "nitty gritty" items
- we had time/ discipline to do this more frequently during the time we already have
- we had more time to discuss student learning; I'm hoping that's where this is going; it's exciting.
- we had more time as a team
- all my team was here
- my whole team was here today
- that HPS specialists could be scheduled to meet (at least) 1X a ear (on Wed) to work on coordinating curriculum for richer student learning - even splitting one Wed to meet w/2 specialist on a Wed
- my whole team was here today
- no response
- all of my team mates were present
- more time to go into each other's classrooms; my whole team was here today to collaborate
- we could work more in teams to develop norms and goals
- the other members of my team were here in this module so we could discuss as a team

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

- we had time to do this practice based on our student learning
- that I could help others feel comfortable to participate fully in collaboration
- having difficult conversations was easier
- we have more time w/in our own team
- no response
- we had more time like this
- we had more time to discuss student learning and areas of need
- no response

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

I wonder

- how to balance learning demands (PD) of faculty w/ focused time for meaningful collaborative work;
- I need to get creative
- how challenging it will be to follow these meeting norms when put into practice
 - how teams can support if individuals don't follow norms
 - what are some ways to disagree or to help the team when we get off track? It's awkward.
 - no response
 - no response
 - how we can improve our norms and hold each other to them; how we can improve SPED team time
 - when and how we will implement norms and when we can squeeze in time
 - how this information will impact my team norms
 - how we decide what to focus on when we have so many subjects to teach
 - if my district team will do well this and if we can move from toxic before the challenge of my other team
 - how successful we will be in holding each other accountable to norms
 - if we will be successful in implementing all these norms at teaming
 - how our CPT will change
 - if we can use norms to make team conversations better
 - how long it takes teams to become "accountable" (typically)
 - how to prioritize team work to meet everyone's needs
 - if the wishes we have will be possible in "real" day to day situations
 - how we can strengthen our common assessment
 - if the same work could have been accomplished w/o videos - didn't hear much, if anything, new in them
 - no response
 - how much flexibility teams have to set student based agendas
 - what other practices can occur in order to become an accountable team
 - no response
 - how we can expand all this so that we're collaborating across grade levels and with specialists and therapists!
- if we can try out time to analyze student data as a team next module
- if we can make all of these norms come to life in a way that it becomes a consistent part of our PLC
 - how this works for differing groups
 - if I can consistently monitor and check my own engagement in toxicity, laissez-faire thinking, congeniality, and collaborative communities
 - more about HOW we can hold each other accountable.
 - how we can improve efficiency and build in time for reflection
 - where we are going with this? In the future are our schedules or our time going to be scheduled differently?
 - what happens to teams with undercurrents of toxicity in this activity
 - no response
 - how specialists and curriculum specialists will find ways to be a part of many teams
 - what HPS would look like if grade levels were given time to collaborate w/ art, music, p.e., library, tech at least 1x a year
 - no response
 - how to address toxic teams
 - how to have the idea of team to include more than grade level teachers
 - no response
 - how to work with so many teams!
 - how my other team members and the other teams feel about our concerns and ideas

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

- what will this look like
- if all members of the team would commit to this practice
- strategies for building trust
- no response
- if the norms we came up with today as a team could be continually developed and used
- no response
- no response
- how personalities will take feedback at times

Feedback from Collaborative Practices for Student Learning Module 2, Session 2, January 20, 2016

What would you like the presenter to know for session 2?

- I'm interested in being really specific about what a PLC looks like. What are examples of actions? What do 4 questions look like in practice?

- no response
- no response
- no response

- How will data walls be different? Currently, we use CPT to look at math common assessments for intervention services but when do we have time to look at instructional practices?

- Sometimes the term "data" is used/referenced but does not seem solid - many correlating factors can impact data.

- no response
- no response
- no response
- no response
- no response
- no response

- how the norms created today have been implemented in our CPT; how administration can best support collaboration in the school

- no response
- no response

- It's great to have more time with my team mates; missed the cross team conversation today.

- no response
- no response

- Hold the session on a day other than the day after Institute Day.

Too much time given for this; both sessions could have been more concise.

- no response
- no response
- no response
- no response
- no response

- hard to have the day after Institute Day - especially with so many staff having SEI capstones due this week.

- This work is so important and valued, and I wish that it did not back up to our work of Institute Day.

- Thanks for the opportunity to discuss and have breaks.

- no response

- how to effectively look at work and make decisions about next steps

- no response

- I am looking forward to looking at student work.

- We still need work in getting toxic teams to recognize their responsibility in the disfunction of their team.

- no response

- The video from today felt like it was very similar to the video in session 1.

- It probably would have been more efficient to have the entire HPS specialist team in this module so we could have moved forward together and had this time to discuss together as a full team.

- no response

- I noticed that you slowed down the pacing from session 1 to session 2. That shift made me feel much more excited and energized about the work as opposed to rushed and stressed about it.

- I enjoyed and found the information helpful.

- no response
- no response

Feedback from Collaborative Practices for Student Learning

Module 2, Session 2, January 20, 2016

- More motion and small breaks are greatly appreciated.
- no response
- How do we change the culture?
- no response
- no response
- no response
- Working within our own teams is beneficial.
- Working in our team for whole session was helpful.
- no response

Feedback from Collaborative Practices for Student Learning
Module 2, Session 2, January 20, 2016

The objectives of this session were clearly identified and accomplished.

Strongly Agree - 68%

Agree - 32%

Disagree - 0%

Strongly Disagree - 0%

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree - 68%

Agree - 32%

Disagree - 0%

Strongly Disagree - 0%

The content presented is important to my professional practice.

Strongly Agree - 66%

Agree - 34%

Disagree - 0%

Strongly Disagree - 0%

The materials were relevant, appropriate, and well organized.

Strongly Agree - 69%

Agree - 27%

Disagree - 2% (1 respondent)

Strongly Disagree - 2% (1 respondent)

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

I like....

- using the article to recognize what you are doing
- that we will all be working on supporting students together
- the article's emphasis on focusing on what teachers can do with assessment data, beyond collecting it
- the idea of collecting data for a purpose and not just for assessment
- that it feels that we have already started some of this work without realizing we had
- that you gave us time to ask questions; that you responded to feedback about the videos
- working with my team to solve/discuss our issues
- looking at the data - single classroom v. whole grade was really helpful in putting this into perspective
- the time together to reflect on our current practice - both what's going well and where there are holes
- the idea of moving toward a more collaborative approach
- independence in teams to identify what we need to support struggling learners
- sitting as a grade level
- practicing the Atlas Protocol
- collaborating with the other second grade teachers across campuses and that the process is more valuable than the end result
- crossing inter-campus w/ other colleagues
- the resources that were provided, particularly the additional ones in the folder
- moving among groups but also working with my team
- watching some of the videos and listening to others talk about their classrooms, data and teams
- using protocols! It is how I work best and this really helped other members to stay on track during discussions
- that this started our team looking at how to inform the students better by mixed groupings/sharing outcomes and strategies
- working across the campus
- using assessment more effectively as a team
- focus on data
- the focus on small data
- to hear your beliefs about S. I. Ratings
- focusing on student work
- the idea of the PLC
- the adjustments made based on feedback
- the idea of working together in all areas of teaching and reflecting
- hearing everyone's different ways of looking at data
- working across grade levels and campuses; trying a protocol to look at data
- the work w/ norms; the commitment the district has to collaborative learning
- talking with colleagues that I usually do not have opportunities to normally converse with
- this lifestyle
- the idea of having time to work to develop assessment, look at student work and re-deploy our students
- the idea of looking at data first w/ out student names
- working with grade level colleagues to try out the Atlas Protocol - feels like it could be a useful tool to use with our own team
- the protocol for analyzing data
- having time to practice from a more objective standpoint (no stakes, no inside knowledge of students, task, etc.)
- the group discussions and having the opportunity to collaborate with teachers at other grade levels
- small group time to talk
- working with colleagues from the other campus
- being able to work in a cross-district team and the chance to talk with colleagues I've never spoken to

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

I like . . . , Continued

- having time to really delve into real data to analyze
- analyzing data together; using AAtlas Protocol-especially steps-interpretation & implications
- the direction we are going w/ collaboration and PLCs
- more small group conversations
- ideas around flexible grouping cross class
- working with cross-campus teams

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

I wish

- I felt like I had more time to dedicate some good thinking and work to this right now - will be a summer project
- we could learn about how other places are structuring their schedules to support this and more about what Hanscom is doing
- there was more time to review and reflect-to adjust teaching practices
- there was more time to look at data and explore patterns
- we had the time to spend with teams to look at student work
- we could do more vertical groups
- we had time to talk about our own team concerns
- we could spend more time planning beginning steps for teams that are not teaching common curriculum
- there could be more time in the day!
- my grade level had more time to work together on curriculum
- for more time to meet on PLCs
- behavioral interventions were considered when looking at data
- we could align grade level schedules to allow for more "team time" to support kids across the grade; that growth is considered the most valuable aspect of data interpretation
- we had more time to collaborate/ peer help
- that all participants/ team members were willing to take the risk/leap
- we made great progress to become a stronger team
- we had more time to talk about how this relates to our own classrooms/ teams
- we did this module in September
- there were more opportunities/time to collaborate and share what is working
- we had time to collaborate with teams in all the grades we teach
- no response
- the data was sorted; there were pencils/pens on the table
- the data was sorted or summarized
- no response
- we had more common curriculum
- we could talk with other PLC schools; observe and conference with them
- there was a choice of data so people who have not done writing can have a choice
- there were more varied examples and info (grade/subject)
- the data was meaningful to me--related to my work
- no response
- as a specialist, I had more time to collaborate w/ classroom teacher teams
- I had the opportunity to meet with other teachers more often during the school day
- that we could implement this learning
- we had started doing this sooner - it makes sense; also that our schedules allow it
- there was more time to collaborate
- we had time to work in teams collaborating and looking at data to inform instruction
- I understood exactly what problem we are trying to solve so that I could join in helping to solve it
- we had more time to work in grade-wide teams across the district
- that we had more team time for sharing/ developing the resources
- we had more time to try this w/ actual team data
- for time to collaborate w/ the other campus to explore writing data/ expectations
- we could print out data from Aspen
- we could look at the data we enter into Aspen
- we had a better handle on math data and interventions

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

I wish . . . , Continued

- no response
- we had a more comfortable environment to work in - chairs, temp
- our schedules were as easy to move about as it may seem
- we could look at our own samples of data as a "practice"
- we could have looked at our own data and come up with a goal

Feedback from Collaborative Practices for Student Learning

Module 2, Session 3, February 3, 2016

I wonder

- how I will integrate this into "Back to the Future" work - looking forward to thinking about that
- what the next step is in this work
- no response
- what role I can play in supporting grade level teams
- if we will be able to look at one small area when it feels there are so many big changes
- how much time we get next year to collaborate
- how we can implement this w/scheduling
- if we can continue to build our skills in this area; and if we can talk to others and observe this live and in person
- how data collection could be easier to collect (especially writing - it's time consuming!)
- how we can possibly make our schedules accommodate for this
- if we will have more support to adjust schedules
- no response
- how we carve out time to look at data that is NOT a DDM
- how administrators consider how different class make-ups impact data
- what will this look like for preschool
- how I can facilitate schedules and/or supports to make this possible for the team
- what our team will look like in a year
- if we can apply this approach to practical student data in our classrooms
- if we can make progress to have all meetings be a true PLC
- how this looks at our grade level
- how we can continue this work
- how to do this when supporting so many different grades
- no response
- no response
- no response
- how district priorities will impact scheduling
- no response
- if bringing data from your own classroom to use and interpret may be more accessible to some
- how all the teams in our district will react to this module and move forward
- how my team will respond to using protocols
- how a specialist team might do this work
- what next year might look like
- if someone in a protocol group could truly be the recording observer AND and active participant in the group; I have studied the research on multi-tasking, and according to current brain research, people cannot multi-task- the brain does serial tasking instead
- how we can work as a team focused on professional goals; and how we work on a goal even if we are all separate years for evaluation
- how can we work as a team toward these goals when we are in different evaluation cycles
- how far our teams will progress in becoming successful PLCs
- and look forward to doing more of this work with my team
- if we could use this for data walls
- what changes will/could be made at the school level (schedule (day-to-day), PD, etc.)
- how I can use my own data to make more significant changes to my instructional strategies
- how often we can fit this into teachings w/ other monthly guests (ELA, math, etc.)
- if the team will use these protocols or if we are ok without them
- which next step my team will take

Feedback from Collaborative Practices for Student Learning

Module 2, Session 3, February 3, 2016

I wonder . . . , Continued

- if will we have time to do this the way we really want to and still meet other goals/deadlines, etc.
- how we connect our data analysis to student interventions
- about less initiatives and similar interruptions that take time from collaboration
- what Wednesdays will look like next year
- where this may go . . . how outside the box, cross-grade, specials, etc.
- how I will implement and work with my team (especially with literacy data wall). Scheduling? We have been told we can't change.
- if we will be able to come up with our own schedules/how much input we will have

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

What would you like the presenter to know for future sessions?

- You did great Chief! Clear and honest about purpose and intentions. This will really kick off and strongly support the work in our school.
- no response
- Teams need to know they are supported and appreciated - constant expectations for improvement are necessary but can be overwhelming when time is lacking and morale is low.
- no response
- no response
- no response
- Thank you! More movement would be nice.
- no response
- I love how you included a break. I'm the kind of person who needs to move!
- no response
- no response
- looking at real data makes teachers more engaged
- no response
- no response
- more movement breaks
- no response
- I thoroughly enjoyed this module. You did a great job making us think/stretch while reminding us of this process.
- no response
- no response
- no response
- the psychology of working in teams-personality types
- no response
- no response
- no response
- really great to do a "mock" looking at data trying out Atlas
- no response
- no response
- The question/answer section was a good opportunity for people to raise their questions.
- Maybe one more opportunity for a body/mental break would be helpful. Even just 5 minutes.
- no response
- no response
- no response
- I somewhat agree with all the above statements; the final data was too overwhelming to discuss meaningfully; will we be getting PDPs for this?
- no response
- no response
- no response
- I appreciate the time and emphasis on this important "lifestyle" practice as well as resources and support.
- I have the feeling that you think there is a problem with some (or maybe all) of the teams in our district. I hope you are finding ways to tell each team what needs improvement.
- no response
- no response
- no response
- no response

Feedback from Collaborative Practices for Student Learning Module 2, Session 3, February 3, 2016

What would you like the presenter to know for future sessions?, Continued

- no response
- no response
- It would be great for teachers to do some action planning so they can vision and implement based on their readiness
- I thought this module was right on target and set the ground work for some important steps for our district.
- It's hard to "enforce" norms w/colleagues-wish we could focus more on self-reflection than calling out violations in others. Similar feelings arise when data does the call-out.
- a warmer climate - more cross grade level collaboration

Feedback from Collaborative Practices for Student Learning
Module 2, Session 3, February 3, 2016

The objectives of this session were clearly identified and accomplished.

Strongly Agree - 57%

Agree - 43%

Disagree - 0%

Strongly Disagree - 0%

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree - 63%

Agree - 37%

Disagree - 0%

Strongly Disagree - 0%

The content presented is important to my professional practice.

Strongly Agree - 59%

Agree - 41%

Disagree - 0%

Strongly Disagree - 0%

The materials were relevant, appropriate, and well organized.

Strongly Agree - 55%

Agree - 45%

Disagree - 0%

Strongly Disagree - 0%

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

I learned....

- No comment.
- about important it is to work collaboratively as team with your colleagues; to trust your colleagues and ask for their feedback.
- about the idea that a PLC can be a ongoing lifestyle.
- that we all need to "buy into" the shared vision for it to work.
- that although daunting, A HIGH FUNCTIONING PLC is ACHIEVABLE.
- lots of info about purpose and process of effective collaboration.
- about protocols for sharing in PLCs.
- more about Professional Learning Communities and where others feel we stand with regard to our collaborative practices.
- that the district values collaboration enough to organize this module and plan for next year!
- the new role of an administrator in a PLC.
- the goal is to create PLC within Lincoln Public Schools.
- that the district values PLCs and wants us to grow in this way. Strong PLCs will have a positive impact on student learning.
- how the district is defining PLCs.
- PLC and collaborative groups are not the same.
- PLC and collaborative groups are NOT the same.
- collaboration needs to be SHARED w/ every person on team.
- district definition of PLC.
- we need to have mutual accountability.
- the same views/positives/concerns about PLCs peer observations are shared by many.
- creating an environment that believes in PLC helps all children learn.
- about what PLCs look like in other districts; that we have some components we are doing/areas we need to grow in.
- how we define PLCs, some of the challenges we have to get there.
- more about PLCs and the difference between what I thought we were doing already and actual PLCs.
- that generalists are an easier group than content specialists.
- a more accurate definition of PLC.
- collaboration is built as you earn trust in a person/group.
- research points to collaboration as factor of student achievement/growth.
- that a PLC is more than collaborating on curriculum. It involves mutual accountability and common goals focused on student learning.
- that PLC is not just meeting/working with my team in a collaborative way.
- PLC definitions, features, qualities.
- how important it is to trust co-workers.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

I like....

- PLCs, very powerful, good traction for student growth; excellent, empowering of educators!
- how each teacher has their own ideas.
- the idea of setting SMART goals and taking small, meaningful steps together.
- working with my team members from the Lincoln campus.
- working cross camps.
- the idea of having more time next year to collaborate.
- the format of sharing in small groups with timers so we don't run out of time.
- the "Managing Complex Change" sheet; the protocols; being able to team and hearing the point of view of others regarding the article we read.
- the protocols! Great way to make "talk" productive.
- the jigsaw method of discussing ideas - where everyone has equal air time.
- reading we were given to consider and think about.
- that we are all being given common training to help us develop a common understanding about what PLCs should/could look like in Lincoln.
- the potential to work together with a focus on student leaning - getting a chance to look at student work, tackle challenges, etc. together.
- the idea of being able to really collaborate w/ my team on a unit/project.
- the in depth discussion of what we really need for effective PLCs.
- the underlying concept of quality over quantity.
- working w/ grade level colleagues from the other campus.
- the jigsaw / last work - discussion time with peers to dig deep in to a topic.
- collaborative portions, interdisciplinary and common disciplines.
- working together with my peers.
- afternoon modeled on collaborative approach; the video; and front loading info.
- the "explicitness" getting everyone on the same page so we can grow, grow our students.
- building upon what we are already doing. The chance to work with cross campus/grade level personnel.
- the structured conversations.
- working with a variety of peers.
- the way the groups were set up for today's session.
- the idea of creating an environment where we are creating common goals and willing to share and accept feedback.
- the fact that this work is preparing us for PLC work we will be given time to do in the future.
- the flow of the module; it was laid out logically and efficiently.
- the idea of PLC for my team.
- interacting with other members of the district.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

I wish

- my team hadn't been dismantled and my PLC practice lost...we had a good start on this 5 years ago!
 - people (teachers) wouldn't be afraid to give constructive criticism to each other in fear of hurting someone's feelings.
 - people shared similar work.
 - I had the confidence to share all my thoughts (I'm trying!).
 - we were further along in this process.
 - I had known the purpose of collab modules this year was to prepare us for collab next year.
 - a lot of things. I wish some of this would really happen. I wish we could be told the vision/ reasons so we could understand - like the vision of the modules, to prepare us for no modules next year, since we learned through the modules this year.
 - we had more time to collaborate.
 - we had more time to collaborate!
 - I could work more with teams.
 - more thought and planning can be articulated in how to implement this at the level of curricular content required at 4/5 from our person that is consistently changing and fluxing.
 - that this will be the start of increased collaboration.
 - I could juggle new expectations and slowing down to focus in a better way as this will be required in a PLC.
 - to have "hands on" time to collaborate w/ my team; even though "time" is tough.
- levels.
- we had done this earlier in the year.
 - jigsaw wasn't so long.
 - I had a clearer idea of how this will look on a week to week basis.
 - for more collaborative time.
 - I had more time to collaborate with my peers.
 - protocols might be used in SPED meetings/IEP meetings.
 - I hope this moves us forward and focuses us. I hope it will alleviate some of the "spread too thin" feeling.
 - No comment.
 - we could have done this as a district all at once.
 - the chunk I was assigned to read was "meatier" as the protocol was a bit difficult to maintain.
 - that at times there would be more time for collaboration w/ team.
 - there was more time to meet with grades before and after our grade.
 - No comment.
 - I had more time to collaborate with my grade level, SPED dept. and cross campus colleagues.
 - we could make this transition in a smoothest possible way.
 - we could bring examples of successful PLCs from our district.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

I wonder

- how this will fit with my pilot classroom...
- all of the things I will learn from my colleagues if we are able to share collaboratively every other Wednesday.
- how to manage this on top of current responsibilities.
- what our team's norms will be; other teams norms.
- how long it will take.
- what my team's collaboration focus will be next year.
- how to make it all happen.
- how successful we will be in the end at achieving a full PLC.
- how we can collaborate across different groups; job alike, teachers, support staff, etc.
- if we will actually find the time to collaborate next year.
- if all administrators have a full understanding of this concept and what it entails.
- how teams that have already had this module are putting this knowledge/training into action.
- how people will be able to break "bad habits" or "judgement" or "expectations" in order to effectively participate in PLCs.
- about sample team norms.
- how it might be helpful to observe an effective PLC in practice.
- No comment.
- what my team's norms will be.
- the big picture - how this will all play out/look next year.
- how there will be time given for peer observations.
- if focusing on a simplified vision would be better and decrease anxiety.
- how this will play out.
- how scheduling will help facilitate PLC; how teams will be held accountable for doing this work.
- how long it will take to embed this practice well.
- when we will see the change in our community.
- if I will to do this in other meetings-including protocol.
- how schools (high performing) structure their time, i.e., Japan.....Finland.
- No comment.
- what I will learn next.
- what other teams have to say about implementing PLC.
- how our PLCs directly impact students.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

What would you like the presenter to know for session 2?

- [illegible]

Feedback from Collaborative Practices for Student Learning

Module 3, Session 1 - April 6, 2016

The objectives of this session were clearly identified and accomplished.

Strongly Agree	42%
Agree	55%
Disagree	0%
Strongly Disagree	3% (one person)

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree	53%
Agree	48%
Disagree	0%
Strongly Disagree	3% (one person)

The content presented is important to my professional practice.

Strongly Agree	48%
Agree	48%
Disagree	0%
Strongly Disagree	3% (one person)

The materials were relevant, appropriate, and well organized.

Strongly Agree	53%
Agree	43%
Disagree	0%
Strongly Disagree	3% (one person)

Feedback from Collaborative Practices for Student Learning

Module 3, Session 2 - April 27, 2016

I learned....

- norms can be categorized.
- to look at norms through a different lens. It allowed for deeper discussion among my team by giving everyone the resource.
- there are many types of groups/ teams (toxic, laissez-faire . . .).
- about the different types of norms (more than operational).
- how important it is to include the norms in the meeting agendas.
- about the three ways the norms could be categorized.
- there are different types of PLCs.
- more about functions/ dynamics.
- manes for types of teams.
- about the continuum of community function.
- the characteristics of different working groups (very interesting).
- about team norms continuum of collaboration.
- the various types of groups.
- what it takes to be a highly functioning team.
- about how lucky we are to have "time" built into our schedules.
- many goals to attaining a PLC.
- types of collaborative groups.
- about characteristics of PLCs.
- to think differently about schedule.
- about types of teams - really interesting!
- a name for each type of collaboration.
- about my role as a team member.
- how to begin to develop norms for my grade level team.
- to think about components of a well-run collaborative team.
- about different categories of norms.
- a great strategy for holding group members accountable in PLCs (popsicle sticks).
- about the keys for collaboration and the different types of communities.
- what a variety of collaboration looks like.
- the categories of communities.
- about types of communities; types of norms.
- what it really means to be a successful PLC.
- about types of communities; types of norms.
- what it really means to be a successful PLC.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 2 - April 27, 2016

I like....

- that the district is investing in the PLC concept.
- the work we are doing to build a higher functioning collaborative/accountable team.
- seeing samples of norms.
- that we (the district) are all focusing on the same thing; you said to take pressure off re: other curricula.
- working together to develop norms.
- working as a team to develop norms.
- the activity when we generated norms.
- the videos and articles.
- doing the norms activity with the team.
- to think about these ideas.
- the opportunity to reflect on our team goals.
- team norms continuum of collaboration.
- the various types of groups which make me think about the groups I am on and what I add to the group; I love
- thinking about what we can create to help make our meetings more goal/student focused.
- working with my team on the norms.
- the collaborative direction of PLC.
- reading about the different types of groups and how they interact.
- working with cross campus group.
- being with the fifth grade team.
- reading something to build a common foundation and then time to talk.
- the articles and opportunities to discuss.
- that we already have common planning time.
- how our district is working hard to provide us with time to collaborate meaningfully with our teams.
- the idea of revisiting norms.
- opportunity to work on team norms.
- working with my department members on norms.
- having time to develop our norms.
- coming up with group norms; looking forward to putting them into practice.
- working w/ my team to begin the norm process.
- the idea that disagreements are an attribute of collaborative community.
- the "proper" language to use.
- the idea that disagreements are an attribute of collaborative community.
- the "proper" language to use.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 2 - April 27, 2016

I wish

- No response.
- we had more time to continue our norm discussion.
- we talked about the idea of trust and what happens if the trust is broken.
- I hope we're able to set a manageable goal together focused on the students!
- we had more time to practice developing these norms.
- we had more time to work on the language of the norms.
- we had more time to focus on establishing a strong PLC.
- ongoing support to implement PLCs next year (not just time but follow through).
- more time for teams to talk about "us."
- all facilitators were adequately trained and open minded.
- (for our time) we were able to focus more on just a few things to "do deep" and practice these skills instead of jumping from one thing to another.
- I can't wait till next year to be given gold; time to collaborate.
- there was more time to finish NORMs.
- it hadn't felt rushed at the end when we were creating a starter set of norms.
- we had an opportunity to look at other team's norms.
- we had more time to focus on these issues.
- more time to work on streamlining norms.
- full SPED team was in attendance to review current norms.
- we could have done this as a district.
- we talked more about next steps for norm setting.
- I could speak with members of a variety of teams.
- No response.
- I could have opportunities to collaborate with the SPED team across the district.
- there were longer chunks of time at meetings to gain traction.
- there were more time for hands-on group work (like writing norms).
- we could learn more norms for holding group members accountable.
- I hope to try these norms out during meeting times.
- No response.
- that we could have time with our other communities to set norms prior to the 2016-2017 school year!
- my other team's members were here . . .
- we had more time to discuss.
- my other team's members were here . . .
- we had more time to discuss.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 2 - April 27, 2016

I wonder

- if it will be sustained.
- how the team leader role is going to shift and how the norms we have created/started will shift with the new description of the role.
- how these norms will work with our team.
- how to disagree with or call out my colleagues without ruining our relationship.
- how we can keep these norms going each time we get together to collaborate.
- how we can work together as a team towards a student-centered goal (which subject area would be best to start with).
- what type of PLC we can become in one year.
- how this will impact our lives from day to day.
- how we will use this information.
- if this will ever really happen at the weekly student service meeting.
- how we can develop more of the individual skills so that we can work more effectively as teams.
- how to feel comfortable and included in classroom teacher team time.
- if I can be toxic at times to my group.
- when it will ever feel like we don't have to keep reinventing ourselves - nothing ever feels like we are doing a good job.
- No response.
- if we can achieve this goal or are people going to say we are but we really aren't.
- district wide norms?
- No response.
- how to make it stick.
- about accountability for this work so we can continue to move forward as a school.
- if other teams have made progress in keeping their norms.
- if we will actually do this at my team meeting; are administrators getting additional training in these protocols?
- No response.
- how to continue the idea of revisiting norms.
- how all this will look next year.
- if my group will stick to the norms as planned.
- No response.
- what the third session will entail!
- how we will feel a year from now, after we've had a year of this under our belt!
- what is next on the "growth chart" for my team.
- No response.
- what is next on the "growth chart" for my team.
- No response.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 2 - April 27, 2016

What would you like the presenter to know for session 3?

- [illegible]

**Feedback from Collaborative Practices for Student Learning
Module 3, Session 2 - April 27, 2016**

The objectives of this session were clearly identified and accomplished.

Strongly Agree	42%
Agree	52%
Disagree	0%
Strongly Disagree	6% (2 people)

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree	55%
Agree	42%
Disagree	0%
Strongly Disagree	3% (1 person)

The content presented is important to my professional practice.

Strongly Agree	55%
Agree	39%
Disagree	0%
Strongly Disagree	3% (1 person)

The materials were relevant, appropriate, and well organized.

Strongly Agree	55%
Agree	42%
Disagree	0%
Strongly Disagree	3% (1 person)

Feedback from Collaborative Practices for Student Learning

Module 3, Session 3 - May 11, 2016

I learned....

- No response
- that professional learning communities came together to look at data and help each other out
- how to look at data in an efficient manner
- the importance of PLCs and impact it has on student learning
- a lot about analyzing data and different ways to look at it
- the differences between formative and summative assessments
- some ways schools have responded to their data in the article we read
- that we still have work to do
- looking at real data isn't easy! Better to focus on a few student samples.
- how so many of my former learning (SMART goals, learning targets, etc.) came together in collaborative practices
- the importance of transparency when looking at data
- what a true PLC is
- more about the district's expectations for this work as we go forward
- how important it is to have common ELA/math blocks
- that my team will be successful next year using protocols to look at student work
- more about data and the importance of it in the educational area
- a new website resource
- more about physical education collaboration by listening to a PE teacher
- more about data analysis and more about developing and sharing ideas
- how data helps to influence the teaching of writing
- how to more efficiently work as a team using targeted criteria
- the process of setting small goals and how to justify those goals
- differences between formatives and summatives
- more about thinking about data and analyzing to have most impact on students
- we need to spend time learning well rather than rushing to teach it all
- more about ATLAS; how to better use formative assessments
- about how to look at data to inform instruction
- about "no new teaching" day
- about professional practice that works; approach to analyzing data
- No response
- true meaning of PLC; and that we are set up to have PLCs but we are developing to use them efficiently.
- the "Atlas" protocol was hard in that it's difficult to separate judgement from noticing.
- that we will be integrating many new practices/potential schedule changes/curriculum in the coming year. This is intimidating.

Feedback from Collaborative Practices for Student Learning

Module 3 Session 3 - May 11, 2016

I like

- No response
- talking to other colleagues about what they took from the articles
- listening to other teachers speak about their practice
- the idea of looking at student work/data and to identifying team goals
- viewing samples of data to better understand how to use it
- being able to look at data in all different ways
- having protocols to guide our work together and encourage collaborative work
- the time to really talk
- the protocols! A new way to approach productive discussion in an organized way
- the actual practice we had in looking at data using a protocol
- working collaboratively with some district colleagues
- the videos! the chance to mix it up and work in groups
- the idea of data informing our practice more than merely collecting it
- using protocols for group discussions
- the collaboration piece
- "the candy" - the way we got to work with others outside of my team...but I really like working with my team....very beneficial
- that we are having this discussion
- analyzing data w/ team
- discussing data - the importance of it and analyzing it to target intervention; the data article; small group discussions; data article and looking at data
- that it is stated that collaboration is a critical element that impacts student learning - so we require that time to collaborate
- working at tables for discussions using protocols
- being able to have the chance to view the writing samples and try and figure out what the short term goal would look like
- discussing ideas
- analyzing data without judgment
- looking at data and practicing analyzing work
- the focus on collaboration
- the idea of dedicated time to have flexible groupings
- talking about student work
- the variety of modes the material was presented
- following protocols - so useful
- new norms
- the encouragement and understanding that this is ongoing work.
- the opportunity to have had the time to work with/ from you Becky. I've never had this experience with any other superintendent.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 3 - May 11, 2016

I wish

- I didn't feel like I am constantly bombarded by new things and minutia so that I could really focus on this MOST IMPORTANT work
- there was time to try this
- No response
- we could have set aside time (longer than CPT) to dig into data
- we had more time to work on analysis
- we knew more about the data we looked at
- we had more time to spend finishing up our team norms and "practicing"
- we had more time to dig into this work
- we had more common assessments and took the time to compare across classes and share strategies
- I had more time with Judy Merra to get some of this "in place"! Learning by example has always been a good fit for me.
- there was more time - one more session
- we had sessions spread out so teams could actually make a smart goal and reflect on it
- we had more time to debrief this whole process as a building now that we've all had the training
- No response
- we had more time to examine work
- we had more time - to do more work with team
- there was differentiation in the professional development
- we would do this w/SPED team to analyze assessments for initials and re-evals
- No response
- we could not only have time to collaborate in job-alike groups but with other groups (i.e., classroom teachers)
- we could use some Wednesday afternoons next year to continue this work as a team
- we had time with our grade level team to try and iron out where our first steps should be
- we had more time as a team
- we had more time to collaborate since it's obviously so valuable!
- we could look closely at the data we are currently collecting and see if it really promotes this work
- No response
- we had more time to dive deeper into this as a grade level team and across the district
- the schedule was actually flexible
- my full sped team was with me taking these sessions
- this work will continue
- No response
- we had more time to work with our teams.
- that the school committee would also consider that, while, in a district like Lincoln we shouldn't have average MCAS scores, we also shouldn't have class sizes of 24 in elementary classes.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 3 - May 11, 2016

I wonder

- if we will really have the time to do this. We started it before; the standards based report card work sidelined EVERYTHING!
 - how this work will look like for next year
 - how teachers have the time to develop lessons that differentiate expectations
 - could data wall/similar meetings be focused more on this idea
 - how we can use this with other curriculum areas
 - how my team would use this data to help struggling students
 - how we can look at data and still consider other factors that impact that data - when data doesn't truly reflect what a student(s) has learned
 - how long it will take us to be proficient
 - how math groupings might improve student performance outcomes
 - what/how I will change Data Wall meetings and CPT meetings in 2016-2017.
 - how this will all play out next year; I am hopeful.
 - how this can be implemented within our daily schedule for next year....how this impacts support specialists? ELA teams? involved in other grade level goals?
 - if we will have more follow-up to help us refine our practice as we learn more and try out new ideas
 - if we can analyze data consistently next year
 - No response
 - if we will continue to work with this from my team
 - how we are going to move forward and how scheduling will impact our ability to do so
 - how long it will take to feel the "life-style plan"
 - about implementation of PLCs
 - how we will find ways to make the intervention/extension blocks work throughout the schools in a flexible way
 - how we can better target, analyze, and remediate in a more effective manner
 - how we can get our schedule to reflect more flexible time to support the needs of many students
 - if we can meet this goal as a district
- what the impact these modules will have on the quality of collaboration
- how this will play out next year
 - No response
 - if the district will provide us with more support planning, finding time, etc., to execute collaborative practices and flexible groupings
 - if the school K-8 will get on one schedule to have more time to do the work
 - where the district will push teams and interdisciplinary teams that work with same group of students
 - if all assessments are actually formative we never stop teaching
 - if all teams will continue to develop and use tools from module
 - what is the follow-up in terms of PD?
 - how the tension between curriculum push and truly reflective practice will play out in the coming school year.

Feedback from Collaborative Practices for Student Learning

Module 3, Session 3 - May 11, 2016

What would you like the presenter to know for future sessions?

- No response
- No response
- No response
- Module 3 gave us a chance to test out the waters with how to look at student work and what to do next. It would be great to have more time to try this in longer chunks.
- No response
- No response
- No response
- I agree that the materials were relevant, appropriate, and well organized.....although it was much more helpful to look at the first set of data, the real data was more helpful.
- Not sure
- No response
- No response
- No response
- No response
- No response
- No response
- No response
- No response
- No response
- In terms of number 7, I am somewhere in the middle between agreeing and disagreeing; I wish we could have focused on ways it relates to us more specifically.
- Give teachers time (larger blocks of time beyond period to focus and work)
- No response
- No response
- No response
- No response
- No response
- Great work! Thank you :). I thoroughly enjoyed your module!!
- More time to look at student work
- No response
- No response
- No response
- No response
- No response

Feedback from Collaborative Practices for Student Learning Module 3, Session 3 - May 11, 2016

The objectives of this session were clearly identified and accomplished.

Strongly Agree	67%
Agree	33%
Disagree	0%
Strongly Disagree	0%

The presentation was well organized, well presented, and conducted in an effective manner.

Strongly Agree	73%
Agree	27%
Disagree	0%
Strongly Disagree	0%

The content presented is important to my professional practice.

Strongly Agree	67%
Agree	33%
Disagree	0%
Strongly Disagree	0%

The materials were relevant, appropriate, and well organized.

Strongly Agree	61%
Agree	39%
Disagree	0%
Strongly Disagree	0%

End of Year Evidence of Progress

B1: Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand and differentiation

C1: Develop instructional practices and models for differentiating instruction to meet the individual needs of all students

PD Modules:

Small Group Reading Instruction, Differentiation and Instructional Strategies, Collaborative Practices, Technology

Measures (Outcomes)

- Teachers are observed implementing strategies and models of effective differentiation
- Summary report of feedback received from faculty and administrators about their experience and learning as a result of the professional development modules will be created.
- Observation of faculty carrying out differentiated instruction will be documented by principals and samples of student work collected

Administrator	Evidence
Beth Ludwig	<ul style="list-style-type: none">• Teachers have been observed more regularly using formative assessment (running records) and observation to design targeted, differentiated instruction. They are using running record and miscue analysis for trends and patterns to identify the student's strengths.• Teachers have been observed more regularly using Fountas and Pinnell resources to design differentiated lessons and to teach strategic actions of readers• These practices have been documented in observation feedback <p><i>End of Year Updates:</i> <i>April progress check-ins on team student learning goals related to reading (kindergarten, grade 1, and grade 3) revealed the following:</i></p> <ul style="list-style-type: none">· <i>Kindergarten DIBELS Next: First Sound Fluency: 97% of students have made expected or accelerated growth; Phonemic Segmentation Fluency: 97% of students have made expected or accelerated growth; Nonsense Word Fluency: 96% of students have made expected or accelerated growth</i>· <i>Grade 1 Fountas & Pinnell reading levels: 82% of students have met, exceeded, or are on track to meet their year-end growth goal</i>· <i>Grade 3 Fountas & Pinnell reading levels: 80% of students have met, exceeded, or are on track to meet their year-end growth goal</i>· <i>Grade 2 (writing goal regarding language): 96% of students have met the goal of improving at least one rubric score on the district writing prompt</i> <p><i>As part of student learning goal evidence submission, each team analyzed cohort data, and crafted a written narrative that includes plans in place to meet needs of students who are currently not on track to meet growth goals, a reflection of what</i></p>

	<p><i>has been learned so far, and next steps between April and June.</i></p> <p><i>Anecdotal Reflections on What Teachers Have Learned So Far:</i></p> <ul style="list-style-type: none"> <i>· Able to better monitor student growth and see trends, which allows us to rethink our instruction and provide better supports to students</i> <i>· How to monitor student progress through running records and growth graphs</i> <i>· Comparing student growth goal to grade benchmark goal</i> <i>· How to incorporate running records more frequently into Guided Reading groups</i> <i>· How to analyze running records and use this information to design instruction</i> <i>· Using the Fountas and Pinnell prompting guide to generate explicit prompts for students that target their needs</i> <i>· Using the Fountas and Pinnell Continuum to design specific reading goals for individual students</i> <i>· “When comparing this year’s data to last year’s data, it becomes evident that explicit instruction on sentence structure has had a positive impact on student learning. The use of Project Read “Framing Your Thoughts” has helped aid in the instruction of sentence composition. Next year it would be helpful to increase the pace of teaching basic sentence structure so that students can have more practice with the mobility of predicate expanders.”</i> <i>· “Reading is now my favorite part of the day!”</i> <i>· “I’ve discovered a lot this year. What do you recommend my next steps are for more intensive professional development? I’m also interested in getting a Master’s Degree in reading. Where do I begin?”</i>
Sharon Hobbs	<ul style="list-style-type: none"> ● Math differentiation - follow up meeting to module, teachers chose a lesson to differentiate and try ● In one 5th grade classroom, the teacher enlisted math specialist and admin for support in differentiating for upper level student ● Math differentiation observed as teachers have students working at different levels within one lesson - either with guided practice, independently, or in an extended format <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>5th grade Created different GFIP groups based on the student's needs</i> ● <i>Worked with the math specialists to develop a new model for classroom support; Ellen daily worked in each of our classrooms in a 2-3 week rotation. This schedule allowed us/her to really have continuity with the material, kids and teacher.</i>
Patricia Kinsella	<p>Feedback from modules shared and reviewed with all members of Admin Council; curricula for second module cycle revised in response to feedback</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Feedback from all modules demonstrated that faculty found the content, structure, and materials to be relevant to and productive for their professional learning.</i> ● <i>Typical feedback included statements such as, “The information today was presented in a positive, respectful way with a clearly stated purpose of re-calibrating our instruction and refreshing our knowledge, ” or “The structure was logical and helpful (working at current practice, reading/discussing overview of Tomlinson work, then reviewing our practice with that in mind and applying what we focused on to an upcoming unit.”</i> ● <i>Faculty have initiated their own follow-up to modules by creating summer</i>

	<p><i>work projects that build upon collaborative practices, and/or extend their practice with differentiation.</i></p>
Erich Ledebuhr	<ul style="list-style-type: none"> • Math differentiation - follow up meeting to module, teachers chose a lesson to differentiate and try • The math specialist is working with 4th & 5th grade teachers to collaborate more in the classroom to help provide a wider range for differentiated group work. <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>The 4th grade team delivered three units of instruction using flexible groupings. This allowed them to group students based on pre-tests. The flexible groupings gave teachers the opportunity to team teach and better meet the needs of their students based on level of need. A presentation about this was given at the school committee forum.</i> • <i>Full grade lessons in most major subjects have been tried at the 6-8 grade levels. This has allowed all teachers to work collaboratively and team teach no matter their subject expertise to better meet the needs of our students in small group settings.</i> • <i>All teams have experimented with the use of space that the new building has to offer to create smaller groups of students in order to differentiate to better address student needs.</i> • <i>There has also been an emphasis on student collaboration for more inclusive groupings.</i> • <i>A lot of work was done creating new units of study to align with our new shared vision. All of these units included new instructional strategies and will be presented as part of the SIP</i>
Sarah Collmer	<ul style="list-style-type: none"> • Some teachers have adjusted practices as a result of the small group reading module (running records, use of strategies from the Reading Strategies book distributed at module) • Follow-up session included working on differentiating a math unit and vertical case study sharing (K-3) on targeted instruction based on reading record analysis <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>Teachers at several grade levels are using pre assessments based on end of unit math standards to determine flexible groups within the classrooms.</i> • <i>Some teachers used district math assessment results to plan and carry out differentiated instruction.</i> • <i>Currently underway: late spring analysis of student progress as measured by district assessments</i> • <i>Teachers at several grade levels using the Reading Strategies book to differentiate instruction for identified students.</i>
<p>Summary: As noted above, teachers are working to apply their learning from the modules this fall into their lesson planning and implementation. Application of learning from the Collaborative Practices module is summarized in A1. Administrators will continue to observe classroom instruction throughout the school year and will gather evidence of application of module learning.</p> <p><i>End of Year Updates:</i></p> <p><i>This year we have seen examples of both grade level models of differentiation such as that used by HPS grade 3 in reading and HMS grade 4 in math. In addition, more grade level teams are collaborating to create learning opportunities that are developed as a team and provide varied learning opportunities and choice by students.</i></p>	

Professional Development Module:**Assessment and Progress Monitoring of Social and Communication Skills in Young Children with Special Education Needs****Measures (Outcomes)**

- The use of the ASCS-2 will result in more consistent and defined IEP and GFIP goals and objectives using common language and measures in the areas of social and communication development
- Current goals and objectives will be reviewed to construct a checklist of areas of improvement. Goals and objectives written after completion of the PD module will be reviewed using the checklist to determine progress made.

Administrator	Evidence
Lynn Fagan	<ul style="list-style-type: none">• Educators have created professional practice and student learning goals that reflect Dr. Quill's work.• Faculty are using common language when writing IEP goals for students with social communication needs.• Faculty are implementing progress monitoring using the ASCD tool. <p><i>End of Year Updates: Information obtained from administering the assessment has been utilized in modifying lessons for individual students within the classrooms and in scheduling additional small group lessons with a focus on social communication.</i></p>

Behavior Interventions and Support

Hanscom:

Additional training in positive behavioral supports and de-escalation techniques.

Consultation and PD provided by the new BCBA on Hanscom campus.

Review of current timeout and restraint procedures

Consultation from Northeastern Consultant.

Training and Implementation of new restraint regulations

Clinical consultation for mental health professionals

Additional Professional development related to behavioral intervention and support

Lincoln School:

An audit of current behaviors of concern and discipline practices will be conducted

Professional development on PBIS framework will be provided to faculty

Measures (Outcomes)

- Decreased use of time out rooms from 2014-2015 to 2015-2016
- Decreased number of restraints from 2014-2015 to 2015-2016

- Student data - number of behavior incidents for individual students comparing 2014-2015 to 2015-2016
- Increased academic success. Measures of academic success may include; attendance, behavior incidents, trips to nurses office, growth on assessments, report card. Students identified through the BESST process will be monitored by the BCBA/TIS.
- Student use of effective problem solving and coping skills and increased ability to self-monitor and regulate behavior As measured by individual behavior plans.
- Expectations about expected behavior and responses to unexpected behavior are clearly communicated to students, teachers, and families.
- Collection of data regarding behavior incidences requiring administrator intervention

Administrator	Evidence
Beth Ludwig	<i>I will also be presenting year-end discipline data and an report on BESST to SC during the SIP presentation</i>
Denise Oldham	<ul style="list-style-type: none"> • BCBA met with all Teaching Assistants in September for training on behavior, interventions and behavioral science. • BCBA met with K-3 teams to provide training on behavior, interventions and behavioral science. • BCBA met with specialist teachers at HPS (art, music, gym, computer, library) to provide training on behavior, interventions and behavioral science. • Scheduling training with HMS teams <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>HMS has been unable to conduct the training due to the visioning work and move to the new building. It will be scheduled for the fall</i> • <i>Completed module on trauma in the classroom for all mental health providers including BCBA, Social Workers, School Psychologists, Nurses</i> • <i>Psychiatric consultation for individual students</i> • <i>HPS staff attended two trainings with Jessica Minahan</i>
Denise Oldham	<ul style="list-style-type: none"> • On-going consultation is taking place with teachers and teacher teams regarding individual behavior plans and whole class behavior plans. • Meeting with Laura Dudley from Northeastern 2x per month for 1.5 hours for direct support and supervision of BCBA and to discuss and problem-solve student behavioral issues <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>Regularly scheduled meetings with the BCBA to discuss student needs and the impact on behavior plans for students</i> • <i>On-going focus on how to have difficult conversations with teachers</i> • <i>Continuing consultation with faculty regarding challenging behaviors</i> • <i>New and updated behavior plans which are designed by the BCBA. Specific data is collected on behaviors and analyzed, revised and revisited</i>
Denise Oldham	<ul style="list-style-type: none"> • Decrease in restraints • Start of school through November 2014-2015 = 15 • Start of school through November 2015-2016 = 8

	<p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>November 2015 through May 2016 = 1</i>
Linda Chase	<ul style="list-style-type: none"> ● Paraprofessionals received 1½ days of training in managing challenging behaviors and data collection <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Additional training in managing challenging behaviors, data collection, and classroom strategies is currently being planned for August, 2016 for paraprofessionals.</i> ● <i>Paraprofessionals received training from the district's two occupational therapists and physical therapist on sensorimotor strategies to enhance classroom performance. The paraprofessionals learned about what it looks like when students have sensory processing challenges and were given "ready-to-use" strategies that can be easily implemented. A manual containing strategies to be used in the classroom was developed and provided to the paraprofessionals</i>
Linda Chase	<ul style="list-style-type: none"> ● Consultation by a consulting psychiatrist has been provided to staff on an as needed basis for specific students. <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Consultation by a consulting psychiatrist has continued during the 2nd half of the year for staff on an as needed basis for specific students.</i> ● <i>Consultation by a developmental pediatrician has been provided to staff on an as needed basis.</i> ● <i>Three module sessions on effective practices for trauma sensitive schools were conducted for the district psychologists, social workers and nurses. A consultant with expertise in this area provided successful strategies and practices on educating children of trauma.</i>
Sarah Collmer	<ul style="list-style-type: none"> ● Self-study of behavior and discipline is in progress- concerning behaviors have been identified and analyzed ● Ongoing conversations about beliefs about behavior and our responses to misbehavior ● Starting to develop school-wide expectations ● Coordinated effort with mental health and behaviorist to align expectations, responsive classroom and social thinking ● Planning in progress for Institute Day workshops on Responsive Classroom and Social Thinking ● Principal working with small group of teachers to pilot strategies for responding to misbehavior <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Focused work by principal with specific teachers who have students identified with challenging behaviors. These teachers, the social worker, and the BCBA special educator all attended a workshop, "Rethinking Behavioral Supports" and shared information learned with whole faculty to use with students.</i> ● <i>Series of faculty meetings to develop school-wide expectations based on CARES acronym.</i> ● <i>Faculty presentation by social worker and BCBA special educator on Social Thinking concepts and strategies.</i> ● <i>School-wide use of new on-line behavior form; classroom teachers using form to write about situations and note follow-up information.</i>

	<ul style="list-style-type: none"> ● <i>Reduction since mid-year of calls to crisis team; reduction of students being sent to the office.</i>
Sharon Hobbs	<ul style="list-style-type: none"> ● Faculty meeting to identify concerning behaviors and appropriate responses ● Institute Day - Refresher on Developmental Designs for Middle School <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>A consense-o-gram (2/22/16 faculty meeting) revealed that a higher percentage of adults valued locker breaks and the organizational support that it gave students than did not. We, as adults, committed to being in the halls so that we could support students in using locker breaks better. Adults changed their behavior, thus supporting students to use locker breaks better within a week of the decision.</i> ● <i>Through the refresher of language, teachers now consistently refer to our social contract as we work with students in classrooms and in other areas of the building.</i> ● <i>A second consense-o-gram statement revealed that many teachers were unable to start class at 8:00 because students were not at the classroom door at 8. Since that time, morning supervision staff has begun to ask students to move to their first period class at 7:55 so that instruction can begin as close to 8:00 as possible.</i> ● <i>The third commitment that adults made in changing their behavior, as well as student, behaviors was to remind students that learning was happening as they walked through the hall to a computer lab during class time. This item has not been as successful and continues to be a focus.</i>
<p>Summary: As noted above, improving the consistency of our practices in responding to behavior that does not meet school and district expectations is a focus across the district. At each school this work is focused on different aspects of training for faculty and the development of common language and expectations.</p> <p><i>End of Year Updates:</i></p> <p><i>Across the district, the work carried out this year is improving the consistency of behavior expectations, how they are communicated to students, and how adults respond when expectations are not met..</i></p> <p><i>Hanscom Primary School continues to see improvement in behaviors exhibited by students as evidenced by the data presented above for number of restraints. The BESST process and the addition of an BCBA have helped to move this work forward.</i></p>	

Hanscom: Redesign of IST process and implementation of pilot on Hanscom Campus.
Change in membership, facilitation and process of IST.

Measures (Outcomes)

Minutes of meetings.

- Student data is analyzed and instructional response plans are developed
- Evaluation of pilot

Administrator	Evidence
Linda Chase	<ul style="list-style-type: none"> ● HPS and HMS staff were trained in the new IST pilot goals and process <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Completed see above</i>

Linda Chase	<ul style="list-style-type: none"> ● All HPS and HMS staff were informed of the new IST pilot goals and process <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>Completed see above</i>
Beth Ludwig/Erich Ledebuhr/Denise Oldham	<p>IST pilot protocol has been implemented consistently in all IST meetings.</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>The IST pilot was implemented consistently throughout the school year at both HMS and HPS</i> ● <i>HMS had 20 IST meetings which consisted of both initial meetings and follow-up meetings</i> <ul style="list-style-type: none"> ○ <i>Out of the initial referrals, there were 3 students who proceeded to the Initial Evaluation process to determine eligibility for special education</i> ● <i>HPS had 35 meetings which consisted of both initial meetings and follow-up meetings</i> <ul style="list-style-type: none"> ○ <i>Out of the initial referrals, there were 7 students who proceeded to the Initial Evaluation process to determine eligibility for special education</i> ● <i>Specific use of protocols during the IST Pilot allowed the IST team to structure conversations which kept the discussion focused on student learning and individualized intervention plans.</i> ● <i>As a result of the new IST process there have been:</i> <ul style="list-style-type: none"> ○ <i>More effective general education interventions implemented</i> ○ <i>Fewer special education referrals</i> ○ <i>Opportunities for teacher leadership by serving on the IST team</i> ○ <i>Opportunities for teachers to share classroom based interventions for students</i> ○ <i>Given that there were concerns that the process took too long, this process allowed Teachers to bring forth student concerns earlier</i> ○ <i>There was better communication between the principal and referring teacher before meetings, resulting in more effective, efficient meetings. The data request form used during these meetings offered clearer guidelines for meaningful data sharing. The progress monitoring form used at follow-up meetings offered clearer guidelines for meaningful progress monitoring data collection.</i> ○ <i>Set meeting schedule was implemented, however, HMS would like to schedule the IST meeting during the school day</i> ○ <i>The perception of the purpose of IST has changed. It is no longer viewed as step leading to an automatic special education referral.</i> ○ <i>Every grade level participated in IST this year.</i>
	<p>Membership has been changed and includes more input from general education teachers that provide input on intervention and action plan</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> ● <i>HMS has increased the opportunity for teacher leaders in the new IST process. Teacher membership has expanded which resulted in teachers collaborating about instruction. As a result, teacher expertise and rich collaboration about instruction was maximized and students' educational, social and emotional needs were met.</i>

	<p>Specific IST notes are taken for each student based upon the process and protocol of the pilot IST process. Each meeting results in sharing of assessment data and the development of an action plan</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>Structured notes provided documentation that included specific student performance data, action items and a follow up plan for each student. This allowed us to inform instruction for the student in the future.</i>
	<p>Notes/Data taken on the IST process to determine if any further adjustments should be made to the protocol.</p> <p><i>End of Year Updates:</i></p> <ul style="list-style-type: none"> • <i>A meeting of administrators was held mid-year and end of year to review the effectiveness of the new process</i> • <i>A mid-year faculty survey was conducted</i> • <i>Minor adjustments will be made to the process for next year</i>

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

What worked for me..	Next time...
<p>1. Thank you for <u>not</u> assigning seats – I was able to work with colleagues with whom I have respect and can discuss topics meaningfully and with whom I share something (in terms of my job)</p> <ul style="list-style-type: none"> - Having quiet time - Having a quick break - Pacing of the session - Different activities • The fact that you recognized what we do and tailored the session accordingly • You were receptive to our ideas and validated people's comments and questions • You picked a text/framework that is appropriate and practical 	
<p>2. I appreciated the structured conversation around DI → i.e. Tomlinson "What does she mean by ..."</p> <p>Got me thinking about where I differentiate and where I can grow w/respect to DI</p>	<p>For Patricia:</p> <p>Thanks, for a good session the chance to work on some piece of my upcoming instruction is appreciated. More opportunity to work w/my dept. colleagues would be helpful.</p> <p>Patricia demonstrates that she understands the needs of teachers. →Thank you</p>
<p>3. Everything worked for me today. I learned a lot and it really got me thinking about differentiation. It was well-organized and easy to follow</p>	<p>At times I had a very hard time hearing what other people in my group were saying even though they were close by. I could hear Patricia very clearly throughout the Module</p>
<p>4. Enjoyed reading from Carol Tomlinson's book informative – generated a lot of thought provoking conversation from our table</p> <p>Time to ask questions/seek clarification etc with people at table</p> <p>Comparing charts from last group</p> <p>Discussing differentiation and their meanings of modification/accommodations etc.</p>	<p>Time for table to work on collaborative unit including differentiation</p>
<p>5. I like consensagrams and I'm glad we did it. It helped "calibrate" us</p> <p>I liked the content/process chart paper because it helped us (the team) bond over topics.</p>	<p>The book reading was helpful, too, though NEXT TIME more specific clarity on "modification" (the way it's used in IEP) would be good because I'm trying to make connections to my previous knowledge.</p> <p>I think some folks are still unclear about all the ways to differentiate in all 3 areas (maybe type us/regroup charts?) looking forward to "Learning style" link</p>

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

6. I liked the readings from the text we received. I also got a lot out of the consensogram we did at the beginning.	We could use a break in the middle
7. Liked consensogram – may try it in my classroom with students looking at data trends etc	Patricia needs to know: Well Done of differentiation concrete examples – middle school subject areas – maybe video clips would be fun to see
8. Being able to choose the people to sit with and talk/collaborate with	Very uncomfortable, cold, room with a moldy smell Can we get a better environment? More practical examples of how to differentiate?
9. I liked that we moved around and examined the content without wasting time on “ice breaker” nonsense unrelated to the topics at hand The afternoon was well planned out with appropriate amounts of time set aside for activities to keep our minds active throughout	What I’d like you to know is that I’d much rather spend time applying than reading. We can deal with reading, and people who complain should suck it up. I want to get here and do something or produce something, not drive over here to read quietly in this musty room
10. What worked for me today was: sharing strategies for differentiation with colleagues being provided with a book that seems realistic, and knowingly that the plan for next time is to work on something that I will implement in my classroom	I can’t think of anything specific that Patricia needs to know for next time
11. I liked the non-assumption ☺ that we knew the definitions and that you read the room (moved us faster/forward when necessary – slowed down, etc) I liked the opportunity to work together (too much choice maybe)?	Maybe in session 2: more focused and target instruction for our work together so we don’t waste time and it is more useful
12. What worked <ul style="list-style-type: none"> • Pace • Content • Movement • Discussions (consenogram) 	My team (grade level) worked over the summer to develop interdisc. Curric. and would like to work on making it more differentiated Examples of great interdisciplinary units that well/effectively differentiated would be helpful! I’m excited to have time to work on existing units/curriculum.
13. Reading from the book and learning about the different types of things for students like readiness and interest I liked the questions and having to answer them with stickers, so we could see the patterns	More time for group discussions
14. The consensogram activity was fun and it provided me with the necessary tools to think about differentiation and how this happens in our districts	She will need to know that my group will need time to work on the unit that we have planned to use for our differentiation activity

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

15. Not making us sit down in specific groups was useful and non-threatening too	
16. The activities that we did were engaging and served as ice breakers	
17. The consensogram activity was fun and it provided me the necessary tools to think about differentiation and how this happens in our district Not making us sit down in specific groups was useful and non-threatening too. The activities that we did were engaging and served as ice breakers	She will need to know that my group will need time to work on the unit that we have planned to use for our differentiation activity
18. Really appreciated that you included affect/environment in today's presentation. In fact, your affect in fact, your affect as the facilitator improved my attitude, openness to learning and mood about being here. There are so many buzz words and "developments" that I get so over stimulated w/acronyms I start to shut down... You dismissed some of this and put the focus on kids	Good vocalization and pacing Good use of unit time and pause Modeled, expressed and create an open discussion Format no hand raising which was very audience appropriate
19. I really appreciated being able to choose where/with whom to sit. I thought the afternoon was well-planned, followed a logical progression, was interesting and informative I thought PK showed respect for all participants encouraged participation and responded well to comments PK modeled some good techniques that we can use – GOGO, consensagram, AAA, neg poll	
20. This session was well paced, thought out reflectively and varied enough to keep me very engaged. I can honestly say time did not drag (not often the case) I appreciated being able to sit with colleagues I could choose (to get the most out of group work) I felt the amount of reading from the text was very appropriate and not at all a burden The emphasis was very child and teacher centered. I felt validated in much of my practice but also learned new things. I did feel a bit concerned about the foray into "learning types", without time to elaborate on I felt the "graphing" survey was visually powerful however, I felt that some questions were ambiguous and made it hard to select a 2 or 3	I feel that some follow up on the "debunking" of "learning types would be appreciated Some clarification on the differences between SPED use of "modification" and in differentiation Thank you for a great session!

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

21. Moving around and varied activities working in groups	That the concept of differentiation is beginning to take hold but that I am conflict on how to effectively create in for my students Also... There is a strange smell in this room that is nauseating.
22. Doing and reviewing/discussing the consensogram Give one, Get one Thinking about the different ways to differentiate (content, process, product) what we already do, and what else we could be doing	How do the concepts of differentiated instruction and Universal Design for Learning mesh? Do they? Clarify differences between differentiated instruction and specially designed instruction (SPED modifications)
23. Today was very engaging. Because we teach different subjects, we come at this from different view points and it was nice to hear others' perspectives. Time passed quickly and everything that we did/discussed was beneficial to me. We were kept moving and were involved in several different groups	Active is good Talk time is good
24. I appreciated being able to sit with my team of teachers. I also appreciated the varied tasks and movement	Would it be beneficial to discuss possible ways to differentiate before we start in with group work
25. Varied activities – groups, standing up, moving around, reading	Nothing in particular that I can think of
26. Interesting to learn ideas on how to differentiate with GOGO activity. Also interesting to read Tomlinson's book pgs 18-21	Coffee (it's a long afternoon) the rest is great! ☺
27. The agenda and format of the afternoon worked well the time was well-spent and I appreciated the fact that we kept things moving Working in small groups and relating what we did to the text was reinforcing	I'm excited to have the opportunity next time to work collaboratively w/my co-worker on something applicable to our work!
28. Loved the consensogram – and comparing it to the last groups data... Very well run well paced and informative! Thanks for the book – it looks informative and practical	
29. The graphing activity was helpful. I liked viewing what other teachers felt about differentiation and comparing that to my own news	There were too many turn/talk opportunities. We spoke in pairs – often diving into the next topic without knowing (maybe just too much time ☺ repeated in front of whole group, and then turned and talked again. This felt redundant.

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

30. I enjoyed participating in movement activities that allowed hands on approach. It was great to also see and hear the opinions of what differentiation meant to teachers from various content, grade, and focus areas	Continue to provide opportunities for participants to discuss their understanding and provide a quiet space for reading
31. This was great! I learned a few helpful things such as the 4 types of differentiation. I liked your tone! I felt respected and valued for the work I am already doing I like the book The reading was short enough that I could focus on it, but also informative. I like that there were highlighters and chocolate	I do not like that we didn't end right at 4 overall, this was a great PD thanks
32. The workshop was very clear and well organized. We moved at a good pace and activities were timed well I liked being able to move around the room and talk with lots of colleagues	Please guide us in our work to help us maintain focus
33. Discussions in small groups Getting up and moving for part of the session Posting visuals on walls and windows Pair/share	Allow for a little longer time for the reading- I process and highlight as I go and didn't have enough time
34. Pacing Activities Chocolate Content Methods of sharing/working w/colleagues I really enjoyed today's module I was excited to discover that I actually differentiate more than I thought!	Looking forward to working w/my team to differentiate a collaborative project that we did last year and would like to improve
35. I liked reviewing Tomlinson's work so that we have a common understanding and vocabulary to talk about differentiation I liked the variety of activities and the opportunity to get out of my seat	I am looking forward to the chance to work on some curriculum in a team
36. It worked for me to move around, talk to different people and think with different groups. I liked the strategic reading piece and the consensogram	I think putting a little structure around session 2 would be helpful – asking people to think about whether they'll look at process/product/content for their unit work- how they'll toggle if they work w/more than on group-etc.

Feedback: Differentiation and Instructional Strategies

Module 2, Session 1: Grades 6-8 and Colleagues 1/6/16

37. The Tomlinson book was useful. Having/developing a common understanding around differentiation will help us going forward	Prep-I think folks should be given examples from 5-9 book-there are subject specific chapters that will help design lessons/units, etc.
38. The group work model The collaborative work the differentiation instruction (group, independent work) I liked the consensogram activity	Please provide more examples for those not in the classroom (from a coaching sense and how to differentiate feedback
39. The multiple activities allowed for movement, collaboration and clarification this was extremely helpful	Teachers may want to conference with her to get some ideas on how to effectively design lessons that include differentiation so plan to be available?
40. Everything was totally interesting and help me to clarify the definition of differentiation. I like to talk with my team I feel I am part of the team	
41. The pacing not too fast, did not bog down Giving modeling strategies we can use in our classrooms (i.e. GOGO, census) Allowing us to work in groups We selected comfort level	Do the same, this was great!
42. I liked the way the session was broken up and had us moving around I liked the activity that Carolyn led Good pacing Respectful and practical I liked the group work and sharing	Thank you for listening☺
43. Looking at examples of how we all differentiate our instruction and classrooms was extremely helpful for me. I thought the consensus activity was very interesting to look at as a faculty as well. Having time to meet with a small group at the end of the session allowed me to think of an upcoming lesson that I would like to differentiate more for struggling learners	Looking forward to getting some time to focus on differentiating an upcoming lesson really enjoyed today's session

Feedback: Differentiation and Instructional Strategies, Module 2, Session 2: 6-8 and Colleagues 1/20/16

How satisfied are you with the amount and quality of the work accomplished today?	How'd we do with facilitation/process?	Recommendations for Session #3?
Very	Great	Allow us to meet in classroom to use more resources!
Very satisfied	Facilitation? Independent work Group work	None
I am satisfied and feel that today was productive	Process went well	NA
Very satisfied, I appreciate the time given to actually create something useful for my students	Great I appreciated the time for reading and the time to work collaboratively	Just as planned – to continue to work on our materials
Excellent! We made solid progress	Nice job but I was unclear at the start what my reading choices were	I'd like to hear (quickly what other groups are working on
Very satisfied. We put together a google form and tested it out to ensure that it would work well	The facilitation was very good. I enabled my group to get a lot of our questions answered and yet complete a lot of meaningful work	We should be able to utilize the entire period to continue to work on our project and see if we can finalize it
I was very satisfied working with my learning partner and we made good use of our time together. We will send you a link to our work.	Facilitation was well done and allowed us the flexibility to get this important work done.	Rec for #3 MORE OF THE SAME – we have much more work left to expand our unit.
I was very satisfied with today's module! We actually got a lot done, and created an extension activity for gifted learners in foreign language ☺	I thought the facilitation was great☺.	I hope we have time to continue on the projects (work) we started. I <u>loved</u> the quiet reading time as I never have time to read on my own. I would be interested to hear what work the other groups are doing too ☺
I'm very satisfied with the work I accomplished with my team today. I was able to map out what content I wanted to teach and brainstormed different process elements to implement with my team.	Great – I enjoyed the reading time – especially that I got to choose which sections to read. I was then able to apply my new knowledge into my unit planning.	Just more time to continue working.
I'm pretty satisfied because we accomplished one of the two main goals that I set for myself. I wish we'd done more or worked faster, but I think we put a lot of quality thought and	I would have actually preferred more time to work in our groups. The opening activities (reading and 4 corners) didn't really do much for me.	More time to work on projects

Feedback: Differentiation and Instructional Strategies, Module 2, Session 2: 6-8 and Colleagues 1/20/16

reflection in, which slowed us down but will hopefully result in a better product.		
I am very happy w/the work accomplished. I think these a challenging ideas/concepts to play with, so I don't feel totally like I am a master. However I am enjoying grappling w/the ideas.	I loved the reading! I want the book on teaching gifted students. I loved the time.	I know this might be tricky, but I would like to be able to work in a different space.
We had a great talk – many ideas, not so much end product	Thanks for the large chunk of time.	<u>Love this</u> schedule! Most of the same please?
I am satisfied with the amount of work accomplished today even though I have a hard time working away from my resources.	You do a <u>great</u> job facilitating these meetings – thanks for making our time <u>practical</u> .	Could I work in my own w/my books, materials, etc.?
I am very satisfied with the work my group and I accomplished. I came in with a few very basic ideas and my team members helped me come up with <u>specific</u> strategies and activities to help me differentiate my lessons to help me meet the objectives of my writing assessment.	I think the facilitation/process of today's PD helped to get the message and goals of the work across to us.	Continue to do the work we started today with some shared feedback on any strategies/differentiation implemented. What did you try? How did it go? Is there anything you would change.
Very satisfied. I feel that we accomplished a lot of good work shared lots of good ideas and we have plans in place for preparing extension activities to use in our classrooms. We are very excited about EXTENSION CENTERS- what a great idea!	The module went very well I liked that we began with time to read from our materials so that we could get our minds really thinking about differentiation. We used ideas from one of the handouts that members of our group read during the study session. Thank you!	
I am marginally satisfied with what we accomplished. We decided to focus of differentiating a particular unit, and then it took some time to choose a unit. We found a few specific activities that we could use, but we didn't get too far w/determining how we might implement them.	Process was okay Not sure if it's possible to have access to all our materials as we work, but we found we needed some "stuff" we didn't have w/us.	p.s. this setting is less <u>moldy</u> ! <u>Thanks!</u>
I am satisfied with the amount of and quality of the work we accomplished today. We spent time talking about the curriculum and how it spirals through the grades and about how the extension activities would differ based on that. We need more time to work on the actual activities.	Facilitation/process were good	Keep checking in to see how we are doing
I am very satisfied with all the information and discussions. As I mentioned before, I think I understood the concept of	The facilitation was great	Just keep practicing and learning about all this good stuff. Thanks

Feedback: Differentiation and Instructional Strategies, Module 2, Session 2: 6-8 and Colleagues 1/20/16

"Differentiation" and I got lots of examples and support from my team as well.		
I am somewhat satisfied – I feel we used the time pretty well but did not get a ton accomplished. It was a good start, but we could have been a bit more structured – we spent time considering lots of options, which was helpful, but we need to make more decisions and move forward w/plans.	Facilitation was very good. I LOVED the "Gifted Student Identify Themselves" article. Great ideas about compacting which is <u>necessary</u> but I think daunting to many teachers.	Maybe a more healthful snack! If people end up in D.I. plan they feel is good and others would benefit from hearing about, maybe they could share w/the rest of us (if time permits)
Very satisfied with what we accomplished. It seems to plan the effective differentiation it is beneficial to have time with our PLC	The process was great. We were each able to read different chapters of interest and brought pieces to the work we did together.	More time to continue the work.
To be honest, with yesterday being our Professional development Day, I was a little developmentally weary. I worked on some details/specifics with the 6 th grade during team meeting, then worked on curriculum for the concern good and worked up to possible collaboration in math. Next we focused on our language as teachers. This morning we worked on building the good in team (professional development for me too). During our study hall I found I kept blanking out during my reading. Yet working with Beca we created an a major improved lesson on size of our solar system...which lead to a possible new big idea for an LSF grant. Something worked today because I got some good work done!		
I loved having time to work in my cross-grade group because we also talked about and processed, the readings	Thank you for the "warm up" activity 4 corners as well. I like Tomlinson's book so reading choices were good, too.	
I am very satisfied with the amount of work we accomplished today. We had lots of positive energy and were able to add new ideas and strategies to our summer unit work on Ancient Greece.	Facilitation was perfect. I liked the ½ hr of reading time as it got me "in the mood" for the afternoon work.	Move back to B pod. It was hard to hear today.
Good conversation and ideas, but actual "work" (developing unit/lesson) → done not much	Need time to process and reflect on conversations to put ideas into concrete actionable items	Everyone go of alone for 45 min? and come back w/lesson/unit to continue conversation
Our group worked really well today on our project goals and we all feel very confident that we're moving in a clear, positive direction. I'm still very hazy on how to practically apply much	While I was not a fan of sitting down to read, the group time was great!	For session #3, I'd like to continue to meet with my group, but I'd also love to hear how much time this

Feedback: Differentiation and Instructional Strategies, Module 2, Session 2: 6-8 and Colleagues 1/20/16

of the differentiation styles Tomlinson describes as the frontloading time seems enormous in some of the better examples		takes and how it plays out balancing with other commitments.
I am very satisfied with the amount and quality of the work our group accomplished today. We were a well-oiled machine!	Our process was easy because we all are active, interested stakeholders in our collaborative team unit. We listened actively and intently to each other's ideas and built off each other's expertise.	The schedule this module was perfect! Can we have study hall again for the schedule for session 3?
I enjoyed being able to focus on an area of instruction, with a colleague, focus on structuring the content to meet the needs of all learners. I feel like we were able to accomplish our goal, mine for sure	The facilitation went well time well planned out	N/A
Today felt like a good balance – I appreciate time to read and time to work w/a colleague I don't work with enough. It feels like January has been PD heavy and I want some time to implement	Good – I like the pace, balance and flexibility	
I am very satisfied with the amount and quality of work accomplished today. I wish I had this kind of time to collaborate with colleagues on a more regular basis.	Facilitation/process was fine	Recommendations for session 3 option to go to another space for work time (though this space was <u>much</u> better than Pod B!)
I'm extremely satisfied with how much our group worked and how productive we were. Not only have we firmed up our unit but we are in the midst of great discussion on how to differentiate it.		
Fairly satisfied – some floundering in our group trying to determine topic and how best to approach it.	When I took SEI, we were shown exemplars and were given formats for each lesson. This might have been helpful.	
I feel like I heard good conversations happening in each conversation I joined	The process was pretty good, the more work time people have, the better.	I wonder if, at the end of next session, we could do a 2 minute mingle or a swap where people can share their work with one or two other groups.
Amount – good Quality – need to tweak a bit once I see student responses	Great!	I think we still need specific ideas of how to get started (small) that we can grow to something bigger. More specific videos/examples specific to middle school struggles around differentiating within time constraints, vast learning differences w/out it becoming overwhelming

Feedback: Differentiation and Instructional Strategies, Module 2, Session 2: 6-8 and Colleagues 1/20/16

I am very satisfied with our work today. We created a rubric for our project, looked at our primary resources, downloaded and accessed the app...	Love having the structured time. We had already set goals and were ready to go....	I prefer the previous space the noise of the blower made hearing difficult/impossible.
Loved that we had time to read! 😊 Loved that you had us write a sticky note of what we wanted to get out of today's session and then had us check it (validated my work) :😊 loved the time to work! 😊 love having these resources! 😊		
Reading to start session made me sleepy and took some of my zip away. Feeling a little overwhelmed and saturated having two heavy workshop 2 days in a row with little time to reflect and practice.	I like the collaborative work time and I look forward to more next time	Leaving hearing excited about a new project that will really address DI.

Feedback: Differentiation and Instructional Strategies

Module 2, Session 3; Grades 6-8 & Colleagues 2/3/16

The highlight was..	I learned that...	It would have been better if...	I hope to....
1. Being allowed to collaborate and create with our team	There are many layers and faces to differentiation	This <u>WAS</u> our module for the whole year after rest of collaboration module	Incorporate more differentiation strategies into <u>all</u> of my units going forward
2. Time to work w/our team			Have more time for work like this!
3. "Nothing due"	I had the philosophy of diff., but not enough practice.	More tables	Make it work!
4. Time to work on unit	It is best to do a few small things well before trying to learn the whole classroom around @ once		Be able to incorporate more process into all of my units
5. The amount of time given to work with my team.	Differentiating does not have to be extremely difficult.	We did not have to read and were given the text as a reference/resource	Do my part in our team's unit😊
6. Good, focused time to work with team members on upcoming units and how to best differentiate for our students	Some of the different differentiation suggestions from the book.	There were more tables...more room to spread out and work	Continue this work in our team meetings or/and during planning time
7. That I got to work with my team	I already know a lot of the strategies that I read about and that I also used them in my teaching regularly	All of my team members would have been included in the differentiation session	Be able to share our work with the district and the community once it is done
8. Realizing how awesome and all – encompassing our team's unit is.	There are a variety of point during our unit that we can differentiate within	We didn't spend time reading – team time was more useful	Open my students' eyes up to real world issues in our project
9. Working with my team to create a unit. I loved bouncing ideas off of them!	I learned how the tri-mind model can work in ELA/SS/Math	I remembered to bring my new differentiation text for older grades	Add more elements of student choice in my weekly instruction

Feedback: Differentiation and Instructional Strategies

Module 2, Session 3; Grades 6-8 & Colleagues 2/3/16

The highlight was..	I learned that...	It would have been better if...	I hope to....
10. Time to collaborate, read	I learned more strategies that felt do-able- many of the differentiated activities are intimidating because they seem so large.	I would have like to see some videos of middle school classes in action (subject specific)	Use the strategies work with my colleagues to share successful strategies
11. The book and time to study – it helped prepare me for our work time	Differentiation has may layers/paths – finding 1 area to work on is a great idea	The setting – made hearing and challenge even w/headset	Continue w/our group long term and implementing our plans of differentiating
12. Working w/team	I should teach like a pirate pg 51	We had time to discuss how to include key ideas into curriculum search	Continue to make class compelling and relevant to all learners.
13. The time to talk with different groups to hear where they were and where they were struggling	If I read the book I can differentiate helping other people to use it well by pointing them to key ideas or examples	We had a space that was more conducive to this kind of work	Further the work through meeting with teams and in individual conversations.
14. Having the time to read and highlight the articles/text	Differentiation is for all students, not just students with IEP's, 504s, gifted, etc. every student can benefit	We reviewed a few sample lessons	Use this information in my classroom. I am specially eager to try the "most difficult first" strategy with my students
15. Being able to connect w/colleagues on a project (in a structured setting)	Differentiation more than just adjusting your practice to meet (st) needs (there are long term & short term benefits)	Nothing; liked everything and found it useful	Get more PD like this improving practice)
16. Working with my team Having time to read	Differentiating a classroom is key to making sure students understand and grow as learners	There was more food ha ha Great Job!!	Use what I've learned and utilize it in my classroom
17. Having time to talk about curriculum with a peer and having time to work on my curriculum	I learned about a new differentiation strategy – Orbital studies	I would like more time to work on curriculum	Continue this work on my own

Feedback: Differentiation and Instructional Strategies

Module 2, Session 3; Grades 6-8 & Colleagues 2/3/16

The highlight was..	I learned that...	It would have been better if...	I hope to....
18. Having time to work on our lessons	Deeper understanding of Tomlinsons framework		Be able to complete the materials for my differentiated unit by the end of this school year.
19. Being to connect with colleagues of this topic	How I can differentiate a project and still keep it engaging for the kids	There was more time between the last module meeting and this one. Would've liked time to do some "homework" before I came back together to do work	Get this idea into practice for <u>this</u> year
20. Having time to work on our differentiated unit	You need to really hone in on the primary skill you want students to demonstrate to effectively differentiate	We had even more time to plan our unit	Continue to adjust what we have planned to make sure it offers differentiation opportunities in multiple ways and at multiple points
21. Time working with our groups	This is a large project	We had a little more project time	See the project through to completion
22. Having time to read and collaborate with my peers	It's important to acknowledge and differentiate for gifted students (as much as it is for struggling learners)	We had worked in our classrooms where our materials are accessible/or where it was more comfortable	Continue to work with Hilary and Corinne on C.E.R. units in 8 th grade
23. Time to read and get ideas	I don't need to make major changes to have an impact	You had created groups	Challenge students who need to be extended
24. Being able to work w/team members to generate an instructional strategy for students in two discipline areas	When working with gifted children, it is just as appropriate to meet their needs as a special education student who need academic differentiation	We planned to check in at end of year to see how our differentiation resulted	Further this collaboration
25. Zeroing in on a specific lesson and breaking it up into manageable pieces for all students	Differentiating is important but requires teacher planning to make it work		Use this lesson soon!

Feedback: Differentiation and Instructional Strategies

Module 2, Session 3; Grades 6-8 & Colleagues 2/3/16

The highlight was..	I learned that...	It would have been better if...	I hope to....
26. The reading and working with my department	Compacting can be a useful way to figure out which students are ready for more		Implement what I've learned and to be able to explore and learn more.
27. Having the chance to brainstorm with my colleagues	There was more I could do w/an existing lesson to differentiate it for diverse learners	I had come in with a definite topic. I spent some minutes deciding what to use	Incorporate my plans when I teach this lesson in the Spring.
28. Having time to read Having time to have a meaningful collaboration with wonderful colleagues	We can design a meaningful unit as a group	All members of our team were present and not required to elsewhere – now we have to catch up	Follow through with our joint project next year after we have ironed out the details.
29. Having uninterrupted time to read articles and books related to teaching	It is important to first delineate the goals of the lesson and principles before designing		Work on adding differentiation to assignments that have little or need revising
30. Reading about the specific strategies to differentiate (loved study hall !!!!!) I did really like the planning time, but it was even more helpful to learn about what/how differentiating would look like in a classroom. Great PD!!!! Really opened my eyes to what I did not already know about diff. I thought I knew a lot more than I did	How to do – stations – orbital studies I read about more interesting times, but this is what I focused most on	Nothing I am so happy w/what we did!	Work w/Patricia next year in a small group developing more differentiated lessons/units, This is what I want my PLN to focus on!!!
31. I found a news resource online that could be helpful in differentiating math	About different strategies for differentiating – stations, agendas, complex instruction orbital studies, etc	If my group had read the same parts that I read (today and last time)	Be able to support teachers in using some new strategies in the next few months

Feedback: Differentiation and Instructional Strategies

Module 2, Session 3; Grades 6-8 & Colleagues 2/3/16

The highlight was..	I learned that...	It would have been better if...	I hope to....
32. Chocolate was at my table	Differentiation goes much deeper than I had originally thought	I were not feeling so sad today	Continue to understand and use differentiation in my class
33. Time to work w/colleagues and hearing about other projects	I want to have more time to do this work – I really like developing curric.	We could have even more time. I (also) have trouble focusing in the Brooks gym	Continue this work w/my team and department
34. The highlight was finding a strategy in the book that I could immediately talk about with my group. We were able to make a plan for how we will use this strategy very soon.	There are many strategies for differentiation that I can use/adapt for my class	I would have liked more space to spread out, or even to break off in to other spaces within the building (or even just a few more tables)	I hope to have a detailed unit plan ready to begin right after Feb break.
35. Working on challenging material with colleagues. Discovering that differentiating for science led to material that crosses over to math too Hearing about other groups; projects	Differentiation is a much broader enterprise than most of us realize	I had not been out sick last week :⊗ But I really appreciated catching up this week	Work further on how to use differentiation to support both students and teachers implementing the new STE standards
36. Working with my team was a great way to organize ideas and generate a solid and concrete plan to work on differentiation during the following months	A positive classroom management is crucial in order of differentiate and understand our students' needs	N/A	Put in practice all the knowledge, activities and resources. Thanks a lot!
37. I discovered an online resource that is excellent for differentiation. It was great to have this time to work on/discuss differentiation with my teammates.	I enjoyed reading part of Chap 5 "Good curriculum as a basis for differentiation: and that environment is crucial to (positive) learning and I read all of chapter4 – the idea of the TRIANGLE	"Artful teaching is like a learning triangle "...it's an equilateral triangle with the teacher, the kids and the "stuff" at each corner If any one of these goes unattended and gets out of balance with the others, the artfulness is lost	Feel less overwhelmed! To have more time to work with my team on this because is so important.

Module 2, Session 1: Small Group Reading Instruction

Gr. 4/5 and Colleagues, 1/6/16

Campus	What do you teach?	What information today was an update?	What do you hope to "add" to your understanding about small group reading instruction in upcoming PD sessions (modules,	Additional Comments
Lincoln	Grade 5	Paying attention to the TYPE of error a kid makes is important in evaluating their accuracy.	I'd like to add some personal coaching/modeling - specifically around one-on-one conferencing and book	
Hanscom	Grade 4	Liked the link made between some of our vernacular: expression = stress + intonation prosody = integration	managing the diverse levels within one room effectively	I think as a district, we need to think carefully about our approach to differentiation within small groups and figure out at what point, the level of need becomes beyond any classroom teacher's ability to effectively teach We also need to start thinking about the line at which this differentiation becomes "specialized instruction" that is necessary for support personnel to begin supporting in a structured monitored way. Finally we need to continue to refine the nuanced expectations of varying modes and ways students show comprehension across different grade
Hanscom	Grade 4	Since my masters was in reading, I worked with much of this during my graduate work. Yet, that was a while ago. It's nice to hear it all wrapped up in a nice package and see how Fountas and Pinnell approaches this and how they describe various processes.	At the fourth grade level, with increasing numbers of students with learning disabilities that affect reading or different backgrounds/experiences with reading instruction, I struggle with how to "do it all" and meet the needs of all the students. How can we support work done by specialists most effectively? How can we utilize our	
Lincoln	Specialists/ELL	Most of the information presented today was a good update.	Specific direct instruction techniques to help in the 6 dimensions of fluency. Direct instruction strategies for the more complex spokes of the wheel, e.g., when a student can't infer, how do you teach them to pull together their own knowledge and match it with what the author is	The information today was presented in an positive respectful way with a clearly stated purpose of re-calibrating our instruction and refreshing our knowledge.
Lincoln	Grade 4	running record	fluency by component	
Hanscom	Grade 5	I liked the refresher on the F and P and what "M, S, and V" mean - now I am going back and asking myself, "Did I do it right?". I also liked the refresher on fluency - especially the six dimensions.	Time management of doing reading conferences - I feel like I take too long or get sidetracked by something else to do them with fidelity with each student.	I like moving to the three stations! It breaks up the time and gives me a movement break.
Hanscom	Grade 5	-Fluency -Accuracy -Comprehension	How to better run student led groups with less teacher intervention	-It was nice to review the accuracy scoring because we haven't done that in a while. Sometimes it's difficult to score so neatly and carefully when you are reading with
Hanscom	Specialists/ELL	comprehension conversation	I hope to understand the role of miscues as related to student experience.	Learned a lot!
Lincoln	Specialists/ELL	Fluency's impact on comprehension.	How to use to help students make wise reading choices for pleasure reading	

Module 2, Session 1: Small Group Reading Instruction
Gr. 4/5 and Colleagues, 1/6/16

Campus	What do you teach?	What information today was an update?	What do you hope to "add" to your understanding about small group reading instruction in upcoming PD sessions (modules,	Additional Comments
Lincoln	Specialists/ELL	When you analyze a RR and are looking at MSV you should only look at the child's reading behavior up until that point/error.	How to incorporate writing activities at the end of guided reading.	
Hanscom	Specialists/ELL	The interaction between the six stages of fluency and impact on comprehension. I use the fluency sheet in particular with students going through the IST process		
Hanscom	Specialists/ELL	Review of forms for fluency and running records	conferencing with students who struggle to come forth with information	Liked the idea of 3 modules- got us up and moving! thanks for the resources
Hanscom	Grade 4	Assessing using the F&P- MSV's	More information about managing the very diverse needs of different learners with different reading needs in the	Thanks!
Hanscom	Specialists/ELL	The different forms for fluency and comprehension were an "update" for me.		Great work ladies!
Hanscom	Grade 4	fluency components accuracy records	struggling with	
Lincoln	Grade 5	The fact that there are six components to fluency	How to effectively manage them and get to all kids while continuing with the flow or reading workshop	
Both	Specialists/ELL	Details of F and P which I am new to and 6 dimensions of fluency.	to think about how this dovetails with my work as school psychologist.	
Lincoln	Grade 4	I found it all an "update" and helpful to have a moment to review.	I would like to get some feedback on time management of groups and finding time to meet with them.	
Lincoln	Specialists/ELL	Categorizing errors	Structure for comprehension instruction	Break out sessions were well organized and useful.
Lincoln	Specialists/ELL	MSV discussion, re-looking at the comprehension wheel-importance of fluency on comprehension	-strategies to improve MSV errors -more tools to improve fluency	Very organized and clear...thank you!
Hanscom	Grade 5	Assessment using F and P.	Ways to guide these students to success and strategies to get them there	Thanks all!!! It was refreshing to see all three sessions and move around!
Lincoln	Grade 5	Everything! :)	strategies/teaching methods to help students who are struggling in each of the three domains.	

Feedback: Small Group Reading, Gr. 4/5 and Colleagues

Module 2, Session 2: 1/20/16

What did you find most helpful during our session today?	What questions do you still need answered on small group reading?	What do you hope to accomplish during session 3 of small group reading instruction?	What are you looking forward to trying with the resources you were given today?	Site	Gr./ Subj.
I found it most helpful to have time to talk with colleagues.	None.	I'd really like to get better at/more secure in one-on-one conferencing.	I'm looking forward to using the strategies outlined.	Linc.	5
I really enjoyed the conversation about how to integrate the new Reading Strategies book into our Lucy units of study. The book itself is so easy to navigate, and visually appealing...a nice	Just about how to manage time and most effectively create schedules that work to balance effective literacy - no one seems to have enough time in their schedule for both reading and writing.	More of what this looks like in practice, and how to balance.	I'm looking forward to using the Continuum and Reading Strategies book to better pinpoint individual student goals and decide on strategies to help.	Linc.	5
Modeled lesson for using the new resources	Managing/balancing a large range of levels, keeping standards going, and individualizing based on these goals	Managing/balancing a large range of levels, keeping standards going, and individualizing based on these goals	Strategies book for summarizing	Linc.	Sped
Looking at an assessment and trying to figure out a goal on the F and P continuum.	Time management - how long do you meet with a group? How many groups should we have in a class? How many	How to run a successful small group.	Try to look at the student's conference and finding a goal for that student and then looking for a strategy to try from our	Hansc.	5
use of coordinating the resources to differentiate instruction	scheduling of reading for cohesive and consistent instruction	analyzing student samples	using books for guidance	Hansc.	ELL, SLP, Literacy
The time to understand what is in the continuum and to have someone show us how to use the strategies book in conjunction with the continuum. Using an actual running record to guide us. Also, having the time to talk with colleagues	time management	Understand how I can possibly integrate this in a meaningful way...ie: follow up with students.	Finding a goal with a specific student.	Linc.	4
....learning how to use the Continuum and RS books.	How to manage classroom noise and behavior while working individually.	I want to be more fluent with assessment tools.	Strategies for interpreting what characters are feeling.	Hansc.	ELL, SLP, Literacy
Using the continuum and correlating goal to Reading Strategies Book	none		Putting into practice what our small grouped workshop did as a group	Hansc.	ELL, SLP, Literacy
Thank you!	none		trying a lesson	Linc.	PSED
The Reading Strategies book and time to read/practice using it.	How to manage so many students with diverse reading needs.	I would like some ideas on managing so many students with different reading goals.	I look forward to trying out some of the lessons from the book.	Hansc.	4
Working with a grade level colleague on reading instruction	-How are we going to manage creating goals so often for so many kids along with the other 1,000,000 things we need	-Work on planning out my next set of reading groups with a collaborative partner	-Using the "Reading Strategies Book" to guide mini lessons	Hansc.	5
Time to talk with colleagues about the challenges of time, and structure of	None	Not sure	Strategy Instruction	Linc.	4
Getting the new materials to use to support student needs and inform my	None	I hope to feel more acclimated with the different instructional materials.	Using the new materials to create goals and provide instruction with students.	Hansc.	Sped

Feedback: Small Group Reading, Gr. 4/5 and Colleagues

Module 2, Session 2: 1/20/16

What did you find most helpful during our session today?	What questions do you still need answered on small group reading?	What do you hope to accomplish during session 3 of small group reading instruction?	What are you looking forward to trying with the resources you were given today?	Site	Gr./ Subj.
Having time to unpack...and how to use it.	How do we balance all the goals...from small group goals to independent goals? want to make the goals attainable and not too much for the student and for me to	I would like time to map out some lessons and think about next steps.	Going deeper with my conferences and thinking about the what next.	Linc.	4
connection between the two resources to create lessons	fine tuning the learning targets related to skills/strategies/big ideas	?	try lessons matching the goals my students have/will have	Hansc.	Sped
I thought it was very helpful directly connecting the goals in the continuum to strategies.	I would like to learn how to better teach fluency.	I think it would be helpful to talk about the best format for running a guided reading group.	I'm looking forward to setting specific goals with my students from the continuum!	Linc.	ELL, SLP, Literacy
looking at the continuum, comparing it to the strategy book.	none	more time to think about specific students	looking at the continuum and figuring out how Special Educators can pass it along to keep track of kids levels, strategies,	Linc.	Sped
going over personal examples and then using new books to come up with a goal		continue to learn about reading in more detail	try using the new books and see how well it works with my students	Both	Sped
Thank you for the resource	At what point is the level of differentiation beyond the classroom teacher's ability to meet and needs to include a reading	How are we linking these ideas to standards?		Hansc.	
practice using the new resource	I'm not sure	more practice! :)	all of it!	Linc.	5

Feedback: Small Group Reading
Module 2, Session 3: Gr. 4/5 and Colleagues 2/3/16

Campus	What grade level/s do you teach?	Now that you have completed all 3 sessions of module 2, what was most useful/helpful in your work with students?	Now you have completed all 3 sessions of Module 2, what was least helpful/useful in your work with students?	Module 2...Was relevant to my needs.	Was structured in a way to facilitate my learning.	Enhanced my understanding of how to provide targeted sm. Grp. Rdg. instruction.	Enhanced my understanding of how to use form. Assmts. to determine strengths and weaknesses re accuracy, fluency and comprehension.	Adequately addressed questions I had about small group reading instruction.	Please feel free to add any additional comments.
Lincoln	5	seeing examples of small group strategy reading The breakout sessions made me intrigued and more interested to try things out. For example, leaving Supporting Independent Reading, I felt like I am interested to think about create browsing bins in bans of levels and also to be more mindful that there is no time to have kids read a challenging	thinking about engagement of readers--we have engaged readers and we don't... the question is still, "how do we make a kid who hates reading love to read?" Having to do the running records. While it gave me some information, it is not something I would use frequently especially with my higher readers.	3	2	2	3	3	
Lincoln	4	Seeing the short videos and trying to visualize new ways to incorporate these lessons into my daily reading lessons. Having resources also is great		3	2	2	2	3	
Hanscom	5			3	3	3	3	2	
Lincoln	Case Load Provider (Special Ed, SLP, ELL)	The resources were very helpful, and I look forward to diving into them more deeply.	I would have liked to have had more time to speak with other special educators about how we can implement these strategies in our setting.	2	3	3	3	3	Thank you!
Lincoln	5	I'm really appreciative of the resources we were given - especially the prompting guide.		3	2	3	1	2	The inconsistencies across campuses is frustrating. The inconsistencies between grade-levels is frustrating. Finding the time to prioritize these "best practices" seems somewhat unrealistic.
Hanscom	Case Load Provider (Special Ed, SLP, ELL)	goal setting, strategies matching the goal, fluency components	not sure, content was appropriate overall	3	3	3	3	2	I have some lingering questions about specifics during instruction
Hanscom	4	Thank you for more resources		2	2	1	2	2	
Hanscom	Specialist Case Load Provider (Special Ed, SLP, ELL)	We teach the student not the text-think about this when choosing small group instruction.	I did not receive books so could not review or practice except for what I recalled. I am a book person and appreciate getting a text even if I may not use it every day.	3	3	3	2	3	I appreciated learning how reading is taught and how I can support children's reading in purposeful ways.
Hanscom	SLP, ELL)	I loved getting the different resources to use for instruction and planning for students.	nothing	3	3	3	3	3	Great work! I appreciated your time and wisdom!
Hanscom	5	Showing us a resource that can help set a goal for students.		2	3	3	3	2	

Feedback: Small Group Reading
Module 2, Session 3: Gr. 4/5 and Colleagues 2/3/16

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Lincoln	4	reintroduction to the continuum. Time to talk with colleagues about reading practices in my classroom. Goals resource and learning how to use it in my classroom. Some approaches to small group/personal goal/conferencing with	running record work	3	4	4	3	3	would love more about working with high level readers and stretching them. Need to have further work on small group instruction in how to fully engage students - reluctant readers and those that are not motivated. Well organized modules an useful information - thanks
Hanscom	Specialist	Session 2 on Jenn Serravallo's book and use of resources	all was good Overall, these strategies for independent reading and small group reading were helpful, though I still struggle with how it fits into the big picture, and more specifically, how we'll find the time to adequately prepare given all the subjects we teach and the need to differentiate	4	4	3	3	3	I think in order to really "get it" I need to see it. I would love to observe teacher's at the upper elementary level during their reading instruction to see the big picture, and honestly, over multiple days, because I feel like I'm struggling to stay afloat, and this makes me feel quite inadequate as a teacher.
Lincoln	5	Thinking about how to integrate the Reading Strategies Book (thank you for this awesome resource) with the Lucy Calkins units of study, as well as seeing these strategy minilessons/small group lessons in action.	While some of the information was very relevant, some did not really apply to my work - but isn't that almost always the case	3	2	2	2	3	
Both	Specialist	The information on fluency I appreciate that the district is trying to unify the language, expectations, and instructional strategies we use in this district. This has been a tremendous need for a while and, hopefully, will reading, and some ideas for helping readers choose books.	It feels like we need even more time and conversations with each other and administration in order to dig in even deeper into implications for scheduling, More detail than I need, but it's all good background for me.	3	3	3	3	3	I really appreciate how hard you worked on putting together this module. It was thoughtful and well-researched, and it provided us with valuable resources. In addition, I appreciate having the slides
Hanscom	4			3	4	3	3	3	Not a criticism of the module, more the application to my role.
Lincoln	Specialist	It was fun to talk about reading instruction. We don't often have time to do so. The resources will be useful. The concepts I was familiar with.	All of the ideas are helpful. Time is still a resource we don't have enough of and the expectations are high and that remains a	2	2	2	2	2	I really appreciated the structure, which included movement. It made the ability of participants to focus easier.
Lincoln	4			2	2	1	3	1	Well done! Brings up big picture questions about reading practices in our district. E.g., Expectations for double dose, expectations about how many times teachers meet with kids with special needs, etc.
Lincoln	4	References about reading strategy. TIME to talk w/ colleagues about teaching reading.	nothing!	3	4	4	3	3	
Lincoln	Specialist	Resources, guided practice and reasoning for resources, organization of	All useful and relevant	3	3	3	3	3	Very well done! Thank you!

Feedback: Differentiation and Instructional Practices

Module 3, Session 1: Kindergarten and Colleagues 4/6/16

Tell me how today was for you...

1. The structure was logical and helpful (working at current practice, reading/discussing overview of Tomlinson work-review with that in mind our practice and apply what we focused on to upcoming unit.
I appreciate the openness to feedback and desire to make this relevant and useful also being given today and in future sessions to work on this and to work collaboratively Thanks Rachel
2. This session was very helpful to have the opportunity to clearly define differentiation. I was pleased to see that between our two campuses, we seem to be on the same page. I look forward to applying this work to our grade level content.
3. Trying this on with an actual activity/unit is so helpful – Thank you!
It is also comforting to know the expectation is not always for everything.
Thanks for the book! Some examples might be helpful for next time – grade level specific please!
4. It was interesting to learn about the common language – differentiation
Enjoyed doing the consensogram and “dots” – looking at patterns
Helpful in helping me reflect on my practice and ways that I do differentiate/could improve upon differentiating in the classroom
5. I learned and re-learned many things about differentiation today.
The structure of the afternoon worked well for me.
Each activity was a stepping stone to the next.
Take away → Differentiation is a teacher’s response to a student’s need.
Looking forward to the time to work w/teammates on our proposed work Thanks 😊
6. It was a great starting point. It’s nice to see how much we do differentiate. I like the concrete planning time. I like how you encouraged us to do something hard. Would love more examples of K friendly differentiation and how that works with our curriculum
7. Enjoyed today’s session!
Got us really thinking about differentiating in a somewhat new/refreshing approach by thinking a content , process and product but also Interest
– want to explore/include/delve into this more in my room
Excited to “try it on” with a topic/project etc. Thanks for the time you put into planning for today! 😊
8. Appreciated time on consensus/definition activity, curious about differences of opinion.
Having concete shared resource for vocab/etc. helpful Excited to have time for practical application
9. This was a great start to differentiation w/the K team. I am looking forward to continued work.
10. Great start, Thank you!

Feedback: and Instructional Strategies

Module 3, Session 2: Kindergarten and Colleagues 4/27/16

Please...	Thank you...
1. Allow time next module to chat/reflect w/less direction/newness, more sharing what works/doesn't, questions, etc.	HPS for being welcoming, thoughtful and productive
2. Continue to give us more time to work collaboratively in our planning	For the time to dig deeper into this pilot unit and to help us focus some of our efforts through the lens of differentiation. Thanks , too, for being flexible w/groups and time
3. Continue to give us time to collaborate w/colleagues around curriculum development and differentiation	For giving us time to collaborate and hammer out details of our upcoming unit
4. Continue/start the conversation about our current practices	For the time to work through our ideas and for the time to read the book
5. Continue to do "thank you's" time for discussion	For giving us TIME to work on practical work that will benefit instruction and children's learning For people valuing this time and taking it seriously/using it productively Flexibility and choice
6. Let's take the opportunity to share; understanding, knowledge, resources ideas, etc...amongst each other. I think the conversation would be fruitful	Creating an opportunity to provide common language and time for staff to talk about DI
7. Allow time for sharing ideas across campus	For being able to try out putting these ideas into practice with something related to work we are already doing
8. Can we have these discussions about survey from 1 st session as well as ways to make the "deal" realistic at our next session? Thanks ☺	For allowing flexibility in groupings to learn from peers at other campuses Taking feedback/allowing for discussion about next steps at next meeting
9. Please continue to provide us with time to focus on creating teaching materials that we can use with our students.	For providing us w/our teams and colleagues from across the way! ☺

Feedback: and Instructional Strategies

Module 3, Session 2: Kindergarten and Colleagues 4/27/16

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Feedback: Differentiation and Instructional Strategies

Module 3 Session 3: Kindergarten and Colleagues

5/11/16

Next steps for me	Next steps for district.....
1. Be open with teams about the impact their decisions have on the METCO program children through my lens	Really explore the possibility of opening our program up to preschoolers (4) maybe siblings of our current students or/and students whom we make the rec that they should postpone K for one more year letting them do prek w/us then having them start K the following year.
2. <ul style="list-style-type: none"> To think about my vision for K To discuss with colleagues on their vision Think about more differentiation in my room-look over sections noted in the book Think about differentiation in other areas (other than literacy which is highly differentiated) 	<ul style="list-style-type: none"> To examine early childhood (preK-1) What is best practice Do we do it? How can we change what we do? <p>Provide time to discuss with both campuses</p>
3. Be open and flexible to different products and processes, prioritizing what is best for students' learning. Be willing to dedicate time to this	Find time for us to work individually and collaboratively on differentiating Support teachers in finding creative and unique ways for children to demonstrate learning
4. Continue thinking about management of math differentiation Implement differentiated science unit on pollinators created in this module Question myself about how I differentiate as I do it – (process, product, content)	Continue to think about the balance between “ideal” and “realistic” as well as importance of not differentiating some material at certain times (so as to avoid overkill) Continue allowing for time to get both campuses together to have these discussions, share practices going on in our rooms/schools Thanks so much! ☺
5. Think about what's at the heart of my teaching and why What comes from me and what I think is best? What comes from the ideas like “they must be at a d” etc. Think about, going back to K, what will I return to what will I add or change, where can I differentiate. Where can I incorporate what I know is excellent for kids from an ECE perspective	If admin truly doesn't want the pressure feel, be sure that is known and communicated district wide, as it has been so openly and thoughtfully shared in individual and small group conversations (but also think through how to make changes in a transitional, smooth way and think about ripple effects)

Feedback: Differentiation and Instructional Strategies

Module 3 Session 3: Kindergarten and Colleagues

5/11/16

<p>6. Think about more ways to include choice in products for students and allow them to have a say in the way they demonstrate their knowledge of a skill</p>	<p>When having district meetings keep in mind K specific needs and provide time in those scheduled meeting dates to have K together possibly away from higher grades.</p>
<p>7.</p> <ul style="list-style-type: none"> • Work w/my team and individually to create differentiated sheets, lessons and prompts for the new unit in which we are currently immersed • Incorporate some of the ideas including specific phrases, I learned from my colleagues, during these PD module sessions • Consider how to advocate for some of the changes we discussed today for the benefit of our students – i.e. going “back” to a more developmentally appropriate approach. Reduce adjust cognitive demands and expectations on students that seem to be more detrimental than positive for children’s development 	<p>Provides us with additional time in the future for collaboration w/our colleagues See last item above Thanks ☺</p>
<p>8. Continue to support teachers with differentiation in language arts – i.e. prompting, small group reading groups – incorporating guided writing (interactive writing) in to small groups Continue to support K team with differentiated center work language arts</p>	<p>Continue to think about balance between K demands and offering opportunities for K students to have differentiated projects – exploration to develop critical thinking skills/problem solving skills.</p>
<p>9. Continue to develop strategies for meeting all needs. Find the right balance for guided reading groups, writing workshop, math and science with all other expectations Keep an open mind Figure out more effective ways to communicate with support staff as we work together to support student learning/growth</p>	<p>Continue to provide team and cross-district team time to share/develop ideas for: Differentiation Cognitive demand Authentic learning Support efforts to keep kindergarten developmentally appropriate</p>
<p>10. To continue thinking about how I can implement and plan for differentiated age-appropriate and developmentally appropriate experiences for my students</p>	<p>To think about what my vision would be for kindergarten and what my teaching would look like to support this vision. I would also like to explore the idea of providing some more thematic-based units of study to allow for deeper and more meaningful discussions and exploration.</p>

Feedback: Module 3, Day 2-Technology –Grades 6-8 Monica Albuxiech

The highlight was....	I learned that...	It would have been better if...	I hope to...
1. The new sound system superb for our kids	I can use my iPad with the system just like a phone I can easily use pen and new screen	No fire alarm!	See my room next time
2. Seeing the impact of the sound system.	The new projectors include interactive tech that can be used for screen capturing	There was a more formal meeting space set up so that we could've gotten more team work accomplished.	Learn how to use the interactive features through self-paced modules
3. Seeing the spaces	Everything....		Become more familiar with the interactive board – find the possibilities
4. Hearing the sound system	We have awesome white boards	Access to smart software	Have my feet touch floor in my chair
5. Learning about the white board and sound system	The sound system is key to student learning	We could try out the microphone	Utilize my microphone every class
6. Experimenting with the interactive feature	The new sound system will be really effective!		Use all this great new technology!:)
7. Seeing the interactive whiteboards & my room	How to turn on the board and how to use the pens	The strobe light-fire alarm wasn't on – not your fault ☺	Use my board every day once we move in – or at least multiple times a week
8. Going to the new classrooms....	I can easily use the audio system everyday!	We were moving in sooner!	Become more acquainted w/the interactive board
9. Listening to the various technologies w/the board and sound system	I'm motivated to learn more about new technology	We had more time to experiment with the boards and pens... We could experiment with microphones	Use more white board technology
10. Learning sound system	Whiteboards can use templates		Start using the technology soon

Feedback: Module 3, Day 2-Technology –Grades 6-8 Monica Albuxiech

11. The sound system interactive projector	Apple TV will now be reliable	I got Jay's room	Use all of this technology this year
12. Learning about the smart aspects of the camera/projector	Apple TV should be more reliable	I would have liked to have checked out my own room	Use tech more than I do now

Feedback: Module 3, Day 2-Technology –Grades 6-8 Nicole Putnam

The highlight was....	I learned that...	It would have been better if...	I hope to...
1. The Google classroom tutorial Google forms for assessments	I can connect with my students and track their assignments, progress etc.	If we can have more time to go step by step	Learn more about tech tools Thanks!
2. Interactive projector	I can turn my whiteboard on from my computer	I had individual tutoring	Use more time to discover how I can connect technology to my classroom instruction
3. Practicing with interactive notebook	Editing on interactive notebook will not play out as I thought they would.	I could have learned more schoology tricks, if they exist	Never see the "where's the monkey?" video again
4. Learning about additional technology options	I can create a Google classroom		Take advantage of these new tools
5. Reviewing the Apple TV, mic in cluster and use of breakout TV	I can use Google classroom and schoology!	Nothing...I wouldn't change a thing! Thanks for an organized wk shop!	Set up a Google classroom for students over the summer
6. Learning to use the interactive white board!	In different screens, the pen can do different things and how to freeze the projector		Use the interactive white board frequently
7. Almost everything great instruction!	How to use sound in breakout spaces Google forms	We had snacks!	Keep using all this great technology
8. Getting my board calibrated	There is a full room and projector mode for the screens in break out	N/A	Use my art play uninterruptedly ☺
9. Singing and the interactive board	I can easily use the interactive software	More time to explore and test out new ideas and uses of tech	Use the interactive tech in tomorrow's lesson
10. Interactive white board	The interactive white board can be used as a mouse or pen	O	Keep practicing with the IWB
11. Easy active whiteboard	Google drive documents can be set up for assessments		Use both of the above

Feedback: Module 3, Day 2-Technology –Grades 6-8 Nicole Putnam

12. Learning the interactive whiteboard software app	There are more uses for Google forms as assessments then I had been using	N/A	Use the interactive whiteboard Use Google forms for analyzing formative assessments data
13. Exploring Google classroom	G.C. is similar to Schoology and might be easier for me to use.	I had more time....but there is nothing you can do about that !!! ☺	Spend more time working to integrate G.C. & Schoology
14. Learning how to use Google for assessments and getting a chance to try everything	All of the different options students have for collaborative work	We always want more time ☺	Be able to begin designing & using Google assessments for surveys & formative assessments
15. Fred singing twinkle	Must have USB for whiteboard	More choice	Use technology

Feedback: Preschool Literacy

Module 3, Session 1: Preschool Faculty 4/6/16

After our work today, how might your practice change/not change when you return to your classroom?

I will feel less guilty about making sure that students know all letters and focus on what I feel (and you justified for me!) is developmentally appropriate.

More read-alouds with smaller groups, more rhyming activities

It will make me more observant while I read (focus and observe) and information will help to pick out appropriate books for specific purpose

Being more of an observer using data sheet (using observational data)

Having the comprehensive list of characteristics and goals will add to what I do with students when reading.

Using the assessment tool to assist with book choice and groupings

What questions do you still have about supporting emergent readers?

What other supports can I do for struggling students? i.e. don't follow along with book, engage..

What assessments should we be using to take data on our students pre-literacy skills?

Should I be making more time for opportunities small group shared/read aloud readings?

Just excited to learn more!

Engaging/supporting those children that are significantly more advanced in literacy compared to their peers.

Feedback: Preschool Literacy

Module 3, Session 3: Preschool Faculty 5/7/16

After all 3 sessions together, what 3 things did you find helpful?

After all 3 sessions together, what 2 things would you like to try?

After all 3 sessions together, what is 1 lingering question/concern you still have?

1. Resources provided books, articles, observational assessments) 2. Opportunity to discuss literacy at the preschool level 3. solid understandings of literacy development.

1. Observational assessments (reading, writing, phonics) 2. Flexible groups based on assessments

How to establish changes for the preschool kindergarten transition based on the information we know about literacy?

1. resources 2. observational assessments 3. time in small groups to talk about our thoughts, ideas, students and things we are trying in the classroom.

1. increased shared reading and writing exposure 2. book making 3. using stickies to cover over letters/words/parts of words in shared reading to make predictions

1. finding that the k standards aren't as intimidating as I thought! 2. Learning to celebrate all types of writing is important.

1. Using more group reading/writing opportunities 2. Focusing more on providing examples in words and pictures

1. Viewing different teaching ideas 2. Assessments- things to look for 3. Validation that we were doing many things right

1. Interactive writing and interactive read aloud 2. Journals for students

What assessment is best for this age?

1. Thinking about developmentally appropriate literacy 2. drawing is beginning writing! 3. remembering that there are many components to beginning literacy

1. More small group writing (hard with 2 1/2 hour day) 2. More shared reading small group activities

How do I get parents on board?

1. Reinforcement of what we already do right 2. ideas to implement to incorporate more literacy 3. the articles that supported/expanded current research or methods of teaching

1. Word wall (names) 2. Small literacy groups to expose/reinforce literacy at the child's level

Any written information to share with parents at conferences that is appropriate and supports our program.

1. Learning why we don't write for our kids 2. the books that included the lessons 3. learning what we have known as truth; that reading/writing is a process not individual steps

1. Word wall (names...) 2. Covering up word/letter on big books and having kids predict or participate in "reading"

1. Resources, overall approaching with varying age/abilities 2. being able to talk to colleagues

1. Making more books with kids 2. More hands on activities with letters

Feedback: Preschool Literacy

Module 3, Session 23: Preschool Faculty, 4/27/16

After our work today, how might your practice

change/not change with regards to writing instruction when you return to your classroom?

What questions do you still have about supporting emergent writers?

Team meetings with tutors- remind them about process vs. product and revisit Book Making with preschoolers

the difference between nudging and pushing and more involved with kids with fine motor/language resources

Focus more on the writing process rather than products. I will work more on have students label pictures with words/letters sounds when they are ready

How much help is too much? Writing names for children, etc.?

Definitely not labeling student artwork! (don't write directly on student work.) More opportunities for students to represent their stories through drawing and journal drawing.

For very beginning writers with limited fine motor and language, what is recommended?

I will be focused on having conversations with my faculty regarding their students writing development.

Specific strategies/support for students with special education needs

Reinforcing with paras that the child's ideas/ drawing are more important than small details (can add later)

I guess just how far to push so that I don't overwhelm/take away from/discourage emergent writers.

Using goal sections of Continuum as a way to expand my reading times with students and I am excited to try more "book making" with students.

I will think about how much I am writing for kids and where I am doing that on their work.

Is there a difference between exposure to correct spelling, etc. in comparison to doing the invented spelling at this age?