Lincoln Public Schools

Rebecca E. McFall, Ed.D.
Superintendent

To: Lincoln School Committee
From: Rebecca McFall
RE: Strategic Plan, Mid-year Update
Date: December 30, 2015

The process of carrying out the District Strategic Plan involves the work of every individual in the district. Every educator's evaluation goals are aligned with the Strategic Priorities. District professional development is designed to provide support and training in the areas of growth identified in the Strategic Plan. And, all faculty and administrative meetings are focused on moving the work of the district, as outlined in the Strategic Plan, forward.

This fall has required a great deal of "start up" energy.

- The development of systems for reporting Key Yearly Measures data required extensive time and energy to organize and report the assessment data from 2014 – 2015.
- We created a set of Professional Development Modules that each provided a series of Wednesday afternoon workshops on a topic. These Modules will be repeated in the winter and spring to ensure that all faculty and administrators have common understanding and language to utilize as we move forward with our Strategic Priorities.
- Curriculum review processes have been established to continue our alignment of curriculum with the Common Core aligned State Frameworks.

A brief update on the strategic work carried out is provided in this packet. The brief summaries provided fall extremely short in depicting the immense amount of thought and effort that has been put into this work.

In addition to the work carried out to meet the Strategic Plan, many other efforts have been taking place to move the district forward.

- A committee has been established to review our structure for reporting on student progress and providing parent conferences.
- The Hanscom Middle School project is in full gear and on target to open in April.
- The Campus Master Planning Committee has continued the study of the campus as a next step towards a Lincoln School project.
- A tri-district public forum was provided to improve communication with the Sudbury School District and the Lincoln Sudbury Regional High School District and communities.

It has been a busy fall, and much has been accomplished. I look forward to continuing our work to meet our Strategic Priorities together.

Strategic Priority Status Report

Strategic Priority Map for 2015-16 Mid-Year Status Lincoln Public Schools

A1: Develop expertise in team based collaborative practices

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	PD Module - Collaborative Practices Faculty participation in team-directed collaborative learning projects (HPS) Principal participation in "Teachers as Transformational Leaders" - Teachers 21	Developing a high functioning team - Creating Norms - Purpose - Process Protocols for looking at student work Protocols for analyzing data Models of differentiating instruction and providing intervention	Introduction to PLCs, Admin, Retreat 2015 Collaborative Practices PD module is developed for each grade span All faculty will participate in three Collaborative Practices sessions Summary report of feedback received from faculty and administrators about their experience and learning as a result of the collaborative practices sessions will be created. 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.		Completed August 2015 Module 1 for 6-8 completed, Module 2 for 3-5 in progress In progress Module 1 feedback collected and reviewed by Administrative Council. Summaries for each session developed. In - Progress Grade 6-8 Teams have re-evaluated and updated their norms. Teams are practicing the use of protocols for team discussion and review of data and student work. In - Progress, more structured expectations need to be set	Priority Leader: Superintendent Priority Implementers: All faculty, School Based Administrators and curriculum leaders	Administrative Retreat August 12, 2015 Module Sessions: 9/30, 10/21, 11/18, 1/6, 1/20, 2/3, 4/6, 4/27, 5/11 Summary of faculty feedback following each module will be reported at the May 26 School Committee meeting Documented outcomes based upon observation of team meetings and faculty reporting of student results will be reported at the May 26 School Committee meeting Sarah Collmer, Sharon Hobbs, Beth Ludwig, and Denise Oldham attended "Teachers as Transformational Leaders" workshop on 10/29/15

When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	Peer Observation program Participants will develop methods and/or processes for measuring the effectiveness of the program on their practice and student learning.	Identify a focus for educator research Gather data in classroom observations Give and receive feedback with colleagues Take what is learned from peer observations and put it into practice in one's own classroom Analyze evaluative data to determine impact	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.		Outreach on PO program conducted with all faculty. Faculty teams have opted to begin PO work in winter/spring.	Priority Leaders: Assistant Superintendent Priority Implementers: Faculty participants in PO program	September - publicize and recruit for program Three, two-month cycles, beginning on Oct. 6, Jan. 5, and April 7 Three afterschool sessions per cycle Initial report to School Committee at 12/17 meeting End-of-year report to School Committee at 5/26 meeting
When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	Facilitative Leadership Training for Faculty Leaders and Administrators	Develop norms with a group; know how to use norms to help the group focus on its work and learning Design meeting agendas that take into consideration the *what*, the *how*, and the *when* of the meeting Lead collaborative team and department meetings that emphasize student and professional learning Develop powerful, probing questions and use them effectively when giving feedback	All members of the following teams will have participated in Facilitative Leadership training (39 faculty and 13 administrators total): • Team Leaders • CLT • Math Specialists • Literacy Specialists • IT Specialists • Admin Council 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		Completed Curriculum Leaders have begun using protocols and are consulting with each other on this emerging practice. Faculty meetings were dedicated to follow up professional development from reading module	Priority Leaders: Assistant Superintendent with Admin Council Priority Implementers: Consultant Gene Thompson Grove Faculty Leaders	Fall, 2015 - training: 2 full days per faculty group; 3 full days for Admin Council Fall, 2015 - data gathered about PP plans for use of new learning Fall - spring: follow-up support and observational data gathered by Admin Council; additional training provided to faculty leaders if needed Winter-spring: Comparison of meeting agendas and notes from 2014-15 with those from 2015-16 to determine degree of change in

		Learn to use protocols for giving and receiving feedback on educator issues and dilemmas, analyzing data, learning from student work and assessments, reflecting on practice, and reading texts; develop an understanding of the kind of feedback each elicits Debrief the facilitation of examining student/educator work sessions, identifying the challenges the facilitator faces and assessing the moves the facilitator makes	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		Protocols have been used during common planning time with some teams In progress In progress		participant practice

Mid-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	• 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 *The Faces of Inequality*
Sharon Hobbs	• 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
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.	

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.
	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)
Summary: The Peer Observation program is expected to get started in January.	

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	• 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	CLT leaders: report initial use of protocols in meetings they lead; shared results of that use and gave each other suggestions for next steps
Erich Ledebuhr	• 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.
Sarah Collmer	• Principal uses SRI Protocols with team leaders and at risk team • Team leaders have asked for support in using protocols
Sharon Hobbs	• Design meeting agendas that take into consideration the *what*, the *how*, and the *when* of the meeting - 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 differentation (L5-8)
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.	

Strategic Priority Map for 2015-16 Mid-Year Status Lincoln Public Schools

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

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
When students are challenged at an appropriate level of cognitive demand and instructional strategies that engage students in their learning are utilized on a regular basis, student learning and growth is improved. The range of learners in each classroom requires that educators differentiate instruction and learning opportunities to meet the individual needs of all students.	PD Modules: Small Group Reading Instruction, Teaching Strategies and Differentiation, Collaborative Practices, Technology	Understanding of a variety of models for differentiating instruction at the grade level, classroom level, and lesson level Understand the range of possibilities that "differentiation" encompasses Ability to decide when differentiation should focus on content, process, product, or environment Ability to take discrete cognitive/academic tasks and increase or decrease their level of cognitive demand	Participation in Professional Development Modules 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		Module 1 Completed: 1. Small Group Reading Instruction 2. Differentiation and Instructional Strategies 3. Collaborative Practices Module 2 set to begin on January 6. Teachers more regularly applying strategies learned in professional development Module 1 feedback was collected and reviewed by Administrative Council. Summaries for each session developed. Observations have been documented in evaluation feedback	Priority Leaders: Superintendent, Assistant Superintendent, Director of Technology, Administrative Council, Curriculum Leaders, Instructional Technology Specialists Priority Implementers: Faculty	Module Sessions: 9/30, 10/21, 11/18, 1/6, 1/20, 2/3, 4/6, 4/27, 5/11 Summary of faculty feedback, observation data, and student feedback will be reported at the May 26 School Committee meeting

If we implement models and instructional practices that provide instruction for each student at the appropriate cognitive level of demand, students will be engaged and challenged and will continue to grow as learners.	Provide professional development to HMS faculty to reflect on current practices and to start charting a path to begin to incorporate teaching strategies that will match the space configuration of the new Hanscom Middle School.	Collaborate with colleagues to consider revisions to school and/or program models that would increase options for differentiation Understand how assistive technology tools can be used to differentiate for all students. Develop comfort with using new space configurations.	work collected Student responses on school surveys show increased engagement and satisfaction with level of cognitive demand and differentiation of instruction		To be carried out in February HMS faculty and administration are currently developing their vision for the future of HMS. Faculty will begin developing integrated units of instruction that incorporate their vision for teaching and learning.		
When there are methods for monitoring the progress of children who exhibit social communication difficulties, teachers are able to differentiate instruction in order to support student learning.	Professional Development Module: Assessment and Progress Monitoring of Social and Communication Skills in Young Children with Special Education Needs	Effectively use progress monitoring to meet the learning needs of young children (social, communicative, emotional) Teachers will collect, analyze, and respond to quantitative and qualitative data	Professional development module 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		Completed Evidence of common language and measures is present in the writing of goals for IEPs and GFIPs incorporating Dr. Quill's work In Progress Goals and objectives will continue to be reviewed based on established areas for	Priority Leaders: Dr. Kathleen Quill, Autism Institute, Preschool Coordinator Priority Implementers: Preschool Coordinator, Preschool Faculty, School Psychologist	Professional Development Module 9/30, 10/21, 11/18 A mid-year will be presented in January with a final summary of results by the May 26th School Committee meeting.

			areas of improvement. Goals and objectives written after completion of the PD module will be reviewed using the checklist to determine progress made.		improvement		
If teachers' capacity to respond to challenging behaviors, through prevention and de-escalation techniques, is increased, then students will achieve at higher levels.	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	How to identify antecedents to challenging behaviors How to assess baseline behavioral data How to identify and implement positive behavioral intervention and supports How to implement de-escalation strategies Understanding how trauma, anxiety and other mental health issues manifest themselves in the classroom and what strategies are effective in responding and supporting positive behavioral, social and mental health	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.		In Progress In Progress In Progress In Progress	Priority Leaders: Principals Student Services Coordinators Priority Implementers: Hanscom BCBA CPI trainers Northeastern consultant Child Psychiatrist /psychologist consultant re: children of trauma	Final report by May 26th School Committee meeting

	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	Consistent language will be used K-8 that teaches students about behaviors and responses to behaviors.	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		LS K-4: Self-study is in progress and development of school-wide expectations is in progress Data collection system is being established	Priority Leaders: Principals and Faculty	
When educators critically evaluate and monitor the impact of their instruction for struggling learners through a redesign of the IST process, students will make more effective progress.	Hanscom: Redesign of IST process and implementation of pilot on Hanscom Campus. Change in membership, facilitation and process of IST.	How to share expertise and experience through collaboration with IST members and others as appropriate. How to define learning problems with descriptive language vs interpretive language. How to plan and implement interventions. How to assess baseline levels and effectiveness of interventions and share results with IST team members.	Newly developed IST teams trained. Revised IST referral, meeting protocol, data request and follow up forms. Minutes of meetings. Student data is analyzed and instructional response plans are developed Evaluation of pilot		Completed Completed Completed Each meeting results in sharing of assessment data and the development of an action plan Midyear feedback survey to be completed prior to winter break	Priority Leaders: Hanscom Principals, Interim Administrator for Student Services, Student Services Coordinator Priority Implementers: IST members	September on-going

Mid-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	• 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
Sharon Hobbs	• 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
Patricia Kinsella	Feedback from modules shared and reviewed with all members of Admin Council; curricula for second module cycle revised in response to feedback
Erich Ledebuhr	• 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.
Sarah Collmer	• 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
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.	

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	• 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.

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
Denise Oldham	• 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
Denise Oldham	• 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
Denise Oldham	• Decrease in restraints • Start of school through November 2014-2015 = 15 • Start of school through November 2015-2016 = 8
Linda Chase	• Paraprofessionals received 1½ days of training in managing challenging behaviors and data collection
Linda Chase	• Consultation by a consulting psychiatrist has been provided to staff on an

	as needed basis for specific students.
Sarah Collmer	• 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
Sharon Hobbs	• Faculty meeting to identify concerning behaviors and appropriate responses • Institute Day - Refresher on Developmental Designs for Middle School
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.	

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	• HPS and HMS staff were trained in the new IST pilot goals and process
Linda Chase	• All HPS and HMS staff were informed of the new IST pilot goals and process
Beth Ludwig/Erich Ledebuhr/Denise Oldham	IST pilot protocol has been implemented consistently in all IST meetings.
	Membership has been changed and includes more input from general education teachers that provide input on intervention and action plan
	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
	Notes/Data taken on the IST process to determine if any further adjustments should be made to the protocol.

Strategic Plan Mid-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

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

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

  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.

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

  Will begin on 1/6/16.

- 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

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

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

  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.

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

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

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

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

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

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

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.

  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.

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

  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.

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

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

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

  Completed for Math and ELA.

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

  Analysis begun; to be completed Winter/Spring 2016.

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

- Develop and implement a pilot data dashboard

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

- Improve assessment data collection processes in Aspen

  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.

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

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

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

  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.

- 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

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

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

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

Module Feedback

Collaborative Practices
Module 1 Feedback

	Session 1	Session 2	Session 3
The objectives of this session were clearly identified and accomplished	N = 51 1 participant = 2%	N = 43 1 participant = 2%	N = 47 1 participant = 2%
Strongly Agree	38%	29%	26%
Agree	62%	71%	74%
Disagree	0%	0%	0%
Strongly Disagree	0%	0%	0%
The presentation was well organized, well presented, and conducted in an effective manner.			
Strongly Agree	50%	35%	34%
Agree	48%	65%	58%
Disagree	2%	0%	6%
Strongly Disagree	0%	0%	2%
The content presented is important to my professional practice.			
Strongly Agree	34%	26%	28%
Agree	64%	67%	53%
Disagree	2%	5%	13%
Strongly Disagree	0%	2%	6%
The materials were relevant, appropriate, and well organized.			
Strongly Agree	40%	29%	30%
Agree	56%	69%	59%
Disagree	2%	0%	7%
Strongly Disagree	2%	2%	4%

Summary of Specific Comments For All Three Sessions

I learned…
what the attributes of PLCs are and what advantages they bring to an educational community.
more about where my colleagues are in their understanding of collaborative practice.
a broader view of where we are as a district.
some new protocols.
great things to think about when managing complex change.
about norms and the different communities that undermine or sustain adult learning.
and appreciated the clarity regarding vision and expectation (where we are headed as a district).
that quality collaboration is a skill that needs to be learned.
that my team is in agreement that we need to focus on student learning/teaching practice.
about toxic, laissez faire and congenial as well as collaborative and accountable teams.
that my team has a lot of work to do to be collaborative.
that results have to be reviewed and monitored.
about using and collaborating around data.
just how data driven my instruction should be.
how important this work is.
that we can change student schedules.
I don't feel like I learned anything new.
following protocols within our table group was un-natural and killed good, natural, positive interactions – some didn't do it. That we had good in-depth mature, professional discussion about the article with my tablemates.
that common assessments can be a powerful tool for improving instruction, we need to have useful tools so we are not just teaching to test or fearing we are.
that is important to gather data that will really inform us of our students' performance rather than just data for the sake of collecting data.

I like…
the opportunity to speak and learn from colleagues who I don't ordinarily interact with.
collaborating as a team to ensure ALL students learn.
the intention of focusing on student learning and supporting one another.
thinking about how this might look in the future.
the articles we read and discussed.
having a focused protocol to keep us engaged and on track.

that we're doing this work together as a district.
the way the session was structured.
thinking about my role in helping make the teams I'm a part of more effective.
looking at norms as skills, values and operating procedures.
that I can use the materials during my team meetings.
the self-reflection moments.
that we are building to appoint where we will be able to collaborate effectively and with productivity.
the idea of re-setting our team norms.
the fact that we could actually do applicable work with our team.
being able to look at aspects of good teams and ask myself how they are/are not evident in my teams.
norm development.
the idea of giving kids opportunity for applying and generalizing what they've learned.
the ideas that are pushing our thinking.
seeing how we can use data to better assess our students.
thinking about a whole school plan to address students' needs.
the ideas about celebrating more – all types of growth and mastery.
the idea about getting passionate about what motivates and drives students.
the resources provided to further this work.
practicing protocols.
looking at data and practicing conversations about data.
the idea of using extensions to provide interventions.
thinking creatively about how to use our time each day to better serve our students.
the focus on believing that all students can learn/have high expectations.

I wish...
we would be able to implement this in our district.
there was more time to collaborate with my colleagues.
HMS could collaborate with each other to start "improving the quality of the school's programs" in order to "heighten" student interest.
that my peers were on board and less concerned about evaluations.
we had more time to think deeply together and engage in healthy, meaningful debate.
we had or will have time to discuss what this will look like for specialists.
we could make it happen more quickly.
people were more open minded to this and did not feel the time pressure to not collaborate.
we always put students before adults.

that we had to spend less time on "nuts & bolts" in team meeting and had more time to look at interdisciplinary possibilities.
my colleagues were honest with themselves, which would help each to change and culture shifts.
my team functions well, but wish we were more often at the accountable level.
we had more time on this as a team.
we had more time to discuss what the norms we chose would look/sound/feel like in an actual meeting.
I could feel more comfortable voicing my opinion regarding the type of team I have.
there was more of an emphasis on how mental health needs/staff fit into teams.
that I could be on a grade level academic team and incorporate my discipline into learning.
I could meet with my department more.
there were more people who taught my subject to collaborate with.
there was a way to make this material more applicable to support personnel.
we had a way for teachers to better differentiate instruction based on data.
we consider what areas we can track data that will be a continued practice.
we had time for actual looking at student work.
I had more time to assess, analyze and come up with ways to help student who struggle and challenge students who have mastered material.
that the term "data" was more clearly defined and that the role of professional judgment was more valued.
some of the "yes buts" were not so extreme. It is really HARD not to meet with content groups.

I wonder…
how I can be a facilitator in this PLC concept and shape my practice.
What it would be like to change this attitude in our school.
If this level of collaboration is possible given time constraints, schedules, and demands.
how current practices fit with the framework of PLC here in Lincoln (Lincoln campus).
how this will play out.
if everyone agrees how important collaboration is.
what the growth rating on teachers and students is after putting PLCs into practice.
how this is different from what we do now. It seems to enforce rather than inform our current practice.
if/how this will change the structure of our common planning (team and district meetings, and IST meetings)
how the communities in my school will move from being congenial to being collaborative.
if everyone truly internalized this workshop.
how we can get teachers to look at vertical teams in a different way.
if everyone will take the risk to put themselves out there.
if we could split our Wednesdays to meet with multiple teams.
how to embed this work.

how I can start implementing this into my lessons.
how we can do all this in a small district.
how we can standardize data collection to be more informative.
if the common assessment idea is easier for lower grades.
about a blank schedule handed to teams at the beginning of the year – we figure it out ourselves?
if we can really do it. I feel like when we talk about it there are lots of reasons given that we can't by other staff.
can we develop our own curriculum and assessments?
if the administration thinks there is a problem? Do they think teachers are not basing instruction on assessment results?
how we could incorporate more time in the week to give students the support they need and give teachers the time to prepare with the data collected.
what we will look like in 5 years. Exciting go for that!

Feedback from Collaborative Practices for Student Learning
Led by Becky McFall
Module 1, Session 1
September 30, 2015

I learned ....

- the true definition of a PLC.
- had never learned about PLCs.
- more about how other groups/teachers feel about school/students.
- more about a PLC.
- the components of a PLC.
- more about what a PLC is.
- trust, respect, and collaboration is a big piece we need to help with the feelings of isolation.
- the goals of PLCs; attributes of collaborative learning, communities
- what a PLC is (more clearly defined).
- what attributes describe PLCs.
- that PLC is a very overused term.
- about what it takes to have a productive PLC.
- the concept of creating results we desire to create work with rather than accept the results we get.
- definition of collaborative practices for learning.
- a lot about PLCs.
- about the purpose of a PLC and the attributes that make a PLC successful.
- fundamentals about PLCs.
- more specifics about PLC. We have talked about PLC for a while, but today broke down how the collaboration supports the PLC.
- shifting focus from teaching to learning; important factors to successful PLCs
- more about where my colleagues are at in their understanding of collaborative practice.
- that there is a process to create PLCs and that developing relationships is important it its success.
- the main ideas of an effective PLC.
- a broader view of where we are as a district.
- what the key objectives are for collaborative practice and learning.
- that PLCs are helpful to student learning.
- through the article that once a school community comes together and builds a PLC it can lead to student excellence.
- that we are a fortunate district - not many closed doors or minds around here!
- about PLCs - a collaborative process to help with student learning. PLCs - driven by data and big ideas: focus on learning; focus on collaborative culture; focus on results
- what collaborative practice learning is.
- more precisely what a PLC represents and gained much insight from the varied opinions of my jigsaw group.
- to define PLCs.
- a general overview of the PLC.
- what a PLC was and all that goes with it.
- what a PLC is.
- more about PLCs.
- some new "protocols."
- PLCs benefit not only the student, but also teacher growth and professional culture.
- what the attributes of PLCs are and what advantages they bring to an educational community.
- what a real PLC is.
- PLC can be defined in many ways but have common ideals/threads.
- the attributes of a professional learning community.
- the correct definition of a PLC and the qualities that make up a strong PLC.
- that we are doing a lot that promotes/supports collaboration.
- more about PLCs.
- an overview of PLCs.
- the definition of a collaborative team.
- what a PLC is and why it has lots of potential.

I like ....

- getting a chance to see other staff I rarely see during the school year.
- the opportunity to speak with and learn from colleagues who I don't ordinarily interact with.
- getting together with other staff to talk and collaborate.
- discussing ideas.
- hearing perspectives from other professionals in our district; being grouped with people similar to my discipline type.
- getting to talk to my colleagues who are bright, thoughtful, and insightful. I also like the collaborative time we have.
- collaborating as a team to ensure ALL students learn.
- the intention of focusing on student learning and supporting one another.
- the idea of collaborating to create result we want.
- that our school has a collaborative supportive staff and faculty.
- thinking about how this might look in the future.
- getting to know people across disciplines.
- the use of protocols and the opportunity to work with people I don't have the opportunity to work with regularly.
- hearing from colleagues at Hanscom.
- interacting with my colleagues.
- this idea and way of setting up collaboration in our school.
- the group format in discussing the article.
- the article we read and discussed on "expert groups."
- final word protocol; participating in discussions with educators
- the use of protocols.
- that the focus is on the relationships and the learning.
- having a focused protocol to keep us engaged and on tract.
- that we're doing this work together as a district.
- the groups by discipline and really liked the final word!
- the way the module was structured.
- the discussion with instructional staff and building staff to hear their perspective on community practice.
- that our district is so supporting of providing the opportunity for the faculty to learn about these topics.
- the video of PLCs. I feel like we already do many of the things w/standards based grades/pre-assessments-
- focusing on areas of difficulty - coming up with solutions to better support students.
  that all teachers should try to collaborate.
- meeting with both campuses and sharing ideas.
- the collaborative nature of what we did today.
- the jigsaw activity.
- the structure and pace of the afternoon.
- the collaboration; the focus on a shared vision/goal
- the fact that it will give me an opportunity to collaborate either with my discipline colleagues or my team colleagues.
- the focus on student learning – with the emphasis on collaboration.
- the mixing up of individuals...some consistency, good to hang w/social studies buddies, some meeting of new people.
- being grouped according to discipline.
- the time to discuss the articles with others (Jigsaw).
- working with discipline groups.
- working in small groups/reporting out "meaty" articles.
- the idea of working collaboratively to ensure learning for all students.
- how the focus shifts to student learning.
- time to hear voices of folks I never see/talk to.
- that we had a chance to talk because we already have some good collaborative groups.
- collaboration.
- the idea of a PLC with mutual respect and trustworthiness.
- the video was informative.
- the opportunities to read and focus on key ideas and share with others.

I wish ....

- we would be able to implement this in our district.
- there was more time to collaborate with my colleagues.
- maybe at Hanscom next time?
- the room was less humid.
- the room was a bit cooler and we moved around a little bit in between discussions.
- there were a way/more time to fit in all our good ideas and goals in real time.
- HMS could collaborate with each other to start "improving the quality of the school's programs" in order to "heighten" student interest. Pg. 22 PLC reading.
- our school/district could set up schedules in such a way that allows for greater collaboration/peer observation
- time without detracting from teacher's other demands.
- we could collaborate about personal growth in our students.
- we had more time to collaborate across subject areas.
- that my peers were more on board and less concerned about evaluations.
- we could have had more freedom on the group work.
- we had more time to think deeply together and engage in healthy, meaningful debate.
- we had more time for the attributes conversation.
- the room was better.
- we had or will have time to discuss what this will look like for specialists.
- the physical conditions were more conducive to learning. Very hot and humid. Sound system was at times hard to hear.
- we had more time to share out in our "home groups."
- time wasn't such a difficult factor in implementing PLC; had more time to discuss current practice
- we had more PD designed like this one.
- that we had more time built into our schedules.
- there was more time to peer observe in a formal way.
- we could make it happen more quickly.
- we had some time to collaborate with our subject team.
- I had more time to collaborate with my peers.
- we had a prompt to introduce each other at the table.
- it wasn't so hot in here! :) It's making me sleepy.
- I had more time to collect data/analyze it, and come up with detailed plans to support each student. Smaller classes so that I could have more time to work individually with each student.
- people were more open minded to this and did not feel the time pressure to not collaborate
- we really had the communication structure and time to carry out this process.
- because of travel time, we could have half of the sessions at Hanscom.
- there were healthier snack options.
- that we do have the time to implement our work without feeling that we are forcing our collaborative work into our curriculum.
- we had time to put this into practice.
- I had more background on collaboration, BUT I'm getting it now. The definition and form of collaboration I'm used to is a lot less complex than what we are learning about.
- we could see a video that shows an actual meeting of a PLC discussing an issue.
- we had a different location.
- it was cooler grouped by discipline.
- I had a better picture in my mind of what this will look like in our school.
- we had some time to reflect on this within our current collaboration teams.
- there were more specifics. The readings are general. The teacher/student trust relationship-its importance was missing for me.
- we always put students before adults.
- that we had to spend less time on "nuts & bolts" in team meeting and had more time to look at interdisciplinary possibilities.
- we had more time to discuss our ideas and thoughts :).

I wonder ….

- how I can be a facilitator in this PLC concept and shape my practice.
- what it would be like to also focus on a community learning goal - maybe helpful to "building" cohesiveness.
- if could be with more mental health providers /social workers since more aligned with practice.
- what it would be like to change this attitude in our school.
- how I can best offer my skills to a PLC.
- how to improve student learning. If teachers can be involved.
- if this level of collaboration is possible given time constraints, schedules, and demands.
- what we'll learn next.
- if it's possible to get more time? Looking forward to more modules for collaborative work.
- if proximity and "neighborhoods" will help us to collaborate.
- what others are thinking or curious about in this work.
- how current practices fit with the framework of PLC here in Lincoln (Lincoln campus).
- whether our system can make this work.
- how this will play out.
- how much this will carry over into the whole community and how long until we are all on the same page.
- how I will use what I have learned over the next few weeks.
- how and when PLCs will become common practice; will this be a reality at LPS?
- if everyone will receive training on facilitative leadership.
- what this will look like for us.
- if everyone agrees how important collaboration is.
- if discipline or CPT makes more sense.
- in the long run where is this work going.
- how this will look in our school.
- how LPS can intertwine PLCs into their school culture.
- if we should have name tags next time? We all don't know each other and what we do.
- will we as a PLC come up with specific items of data that should be collected? Who is part of a PLC? The entire school? or is it broken down into smaller groups that come together to share ideas/data at times?
- if people will truly collaborate.
- what "restructure" really means.
- what would happen to my classes if a non-specialist sub was in to cover while I observe others.
- how and if a PLC model could ever be constructed in our school.
- how we will find time for this?
- what team I will be in.
- how structure will come into focus.
- what the "growth rating" on teachers and students is after putting PLCs into practice.
- how this is different from what we do now. It seemed to enforce rather than inform our current practice.
- how a small district can make some of the changes necessary to improve our PLC.
- if/how this will change the structure of our common planning (team and district meetings, and IST meetings).
- how our process will change after learning the new mindset.
- if we will have a chance to role play a "collaborative community."
- about where the role of student relationship fits into the hierarchy of needs for learning to occur.
- if PLC will be by team or science department?
- how staff focused on social and emotional development and staff focused on subject specific learning can find common language to be an effective team.

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

- Grouping by discipline (related services) would be helpful.
- Maybe some "stretching" breaks. Modeling some "mindfulness" moments/techniques that help attendees refocus as the session proceeds Nurses collaborate with M.H. staff - could there be time in future sessions to get together with them?
- Very organized.
- Nice to group with people you don't always see, fresh ideas, fresh thoughts and views. But, nice for collaboration to be with people you work with as well.
- Thanks for the time to share, dream and commiserate. Teaching is always tough work - always rewarding, satisfying, challenging, and sometimes frustrating.
- Who is in the PLC? How do we do this with a textbook? Fluidity of student schedules What are teachers teaching in these PLCs?
- It would be helpful for grade level teams to work together for this module.
- I think it would be helpful to again meet with my discipline. However, we haven't had as much time to meet with grade-level teams on Wednesdays. I would be fine either way.
- Meet in multidisciplinary groups/teams for some of the sessions.
- The student support group was good grouping. Keep groups the same.
- How does this work for related services (especially mental health)? It would be good if the M.H. people could be grouped.
- I appreciated being grouped with my discipline.
- It was hot in the gym! Prefer to meet with potential PLC team members, i.e., specialists in my school.
- I liked being with my discipline group and breaking out to meet in mixed groups.
- I do not mind mixing groups. I enjoyed my home group as well as my expert groups.
- Movement breaks would be great. Name tags would help.
- Name tags as some people don't know all group members.
- Movement breaks during the session that promotes staff engagement, for staff who don't know each other from the different campuses, and focus on the topic/objective of the session.
- I'd like to be with my grade level team next time. Thanks for the highlighters, sticky notes and sweets.
- People need a "safe space" to collaborate so they can share their experiences without being judged. Many teachers/professionals feel isolated and not sure how they can collaborate - if not on a certain team (like a grade team)
- I loved the discipline and mixed groups - it works for me.
- Working with other specialists was key to the success today. I would like to continue with the same group.
- I'm a specialist. I liked being grouped with other specialists, but also see advantages for being grouped with grade level teams.
- I liked the grouping by shared roles.
- I'd like to be teamed wither by discipline or by team (other specialists).
- I am a specialist and would like to have an opportunity to work with grade level and discipline (content area) groups.
- The room is stuffy!
- I'd like to know about strategies we can use to build trust/feelings of safety.
- I'd like either grade level teams of each school or remain content specific.
- It was difficult to hear others at my table.
- I would like to work with my grade level team and in collaboration with the other middle school team at HMS.
- I'd like to meet in my grade level team.
- A break of about 5 minutes would be good. Reading ahead of time would have helped me - except the one's with a protocol. I would prefer grade level team.
- Sound was not very good. I would enjoy being on grade level too. I liked content teams very much.
- Groups by discipline work well.
- A 10 min. break to stretch, walk, get water, etc. would help maintain teacher energy and engagement through a meeting of this length. Rather a lot of talking from presenter - a lot of content to cover - but the breakout group activities were very helpful to internalize the content.

N = 51

The objectives of this session were clearly identified and accomplished

Strongly Agree – 38%
Agree – 62%
Disagree
Strongly Disagree

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

Strongly Agree – 50%
Agree – 48%
Disagree – 2%
Strongly Disagree

The content present is important to my professional practice.

Strongly Agree – 34%
Agree – 64%
Disagree – 2%
Strongly Disagree

The materials were relevant, appropriate, and well organized.

Strongly Agree – 40%
Agree – 56%
Disagree – 2%
Strongly Disagree – 2%

Feedback from Collaborative Practices for Student Learning
Led by Becky McFall
Module 1, Session 2
October 21, 2015

I learned....

- about different group types.
- great things to think about when managing complex change.
- a good way to develop team norms.
- about norms and the different communities that undermine or sustain adult learning.
- and appreciated the clarity regarding vision and expectation (where we are heading as a district).
- more about the focus/trajectory of where this is all going.
- about the continuum of collaboration.
- the 'real' importance of norms in meetings.
- that quality collaboration is a sill that needs to be learned.
- the difference between collaboration and congeniality.
- that our group agrees on virtually the same norms!
- that my table feels that the same things are important in group dynamics.
- different types of norms.
- about developing norms.
- that my team is in agreement that we need to focus on student learning/teaching practice.
- about what collaboration looks for academic communities.
- about important aspects of collaboration.
- collaboration = co-labor.
- how to create/evaluate norms.
- about the different types of groups - communities that undermine learning and MOST IMPORTANTLY, learned about collaborative and accountable communities and what they look like.
- that in some grade levels there is little to no collaboration with all language teachers. I learned the difference between toxic, laissez-faire and congenial groups.
- that rules are crucial in order to generate a valuable product.
- about the different kinds of teams and that we can be on different points of the continuum.
- types of groups (toxic, congenial) how to analyze where we are.
- about toxic, laissez-faire, and congenial as well as collaborative and accountable teams.
- that my team has a lot of work to do to be collaborative.
- how important norms can be.
- types of groups - groups can change.
- types of groups - groups can change.
- that most of my teammates see our team in the same way.
- the different types of teams and where my team may fall in those categories.
- more about group norms.
- about the types of PLCs and where various teams I work with fit in.
- that when teachers collaborate students can learn easier.
- I have a short attention span.
- collaboration can work.
- about the different types of learning communities.
- about group dynamics and establishing norms.
- deeper about collaboration.
- *more about what collaboration looks like at the other schools.
- groups can have complex issues which can impact the goal of the group.
- about norms and differences in learning communities.

I like....

- thinking about my role in helping make the teams I'm in a part of more effective.
- looking at norms as skills, values and operating procedures.
- that I can use the materials during my team meetings.
- the self-reflection moments.
- working with my grade level team.
- our groups.
- the opportunity to be with different teams.
- the 'management of complex change' diagram - very useful and thought provoking.
- that we are building to a point where we will be able to collaborate effectively and with productivity.
- the norm activity.
- working my grade level teams.
- (really like) the sharpie highlighters!!
- discussing norms with whole table.
- the idea of a subject PLC, collaborative group.
- knowing that someday teachers will have autonomy in planning Wednesday afternoon.
- getting to talk to my team, which already works so well together on grade level issues.
- the idea of re-setting our team's norms!! :)
- having teams set their goals.
- the fact we could actually do applicable work with our team.
- talking about collaborative and accountable communities - their similarities/differences and how you said that you understand that it takes work (a lot of work to get to be a collaborative community and especially an ACCOUNTABLE COMMUNITY). This is what we are striving for, to share, be open about areas where we might be having difficulty.
- the self-reflection moments.
- my team!
- the idea of really focusing on student learning and having protocol in place.
- that we worked as a department.
- being able to look at aspects of good teams and ask myself how they are/are not evident in my teams.
- when our team has time to work together.
- the collaborative way we identified group norms.
- norms/norm development.
- norms/norm development.
- sitting with my 7-8 team to work on this.
- the idea of seriously establishing norms.
- hearing the perspectives of professionals I don't usually interact with.
- the reflection part of our time today. I learned about myself and where I fall within the PLC categories.
- how we set norms.
- tootsie rolls and my tablemates.
- our norms.
- the norms activity.
- thinking about groups and different levels (e.g., congenial, accountable, collaborating, laissez-faire, toxic).
- that I got to know my group more.
- reflecting and sharing with faculty.
- working with the same people I do not have the chance to.
- the group dynamic aspect.

I wish ....

- we had time to practice and discuss what happens that practicing.
- that I had more time to read the article.
- that all communities could sustain adult and student learning by being collaborative and accountable communities.
- my colleagues were honest with themselves, which would help each to change and culture shifts.
- my absent team members were here.
- copies were 2-sided.
- we had time to go deeper in each session.
- we could have focused on small group meetings.
- the process to have good collaboration didn't take two years.
- I had more content staff members in my grade.
- we could start implementing these procedures - but we would need time that isn't filled with "nuts and bolts" of team meetings.
- my team functions well, but wish we were more often at the accountable level.
- We had had more time to work with our teams to start drafting norms; there was less time spent watching videos.
- we had subject conversations.
- we could start using Wednesday to collaborate sooner.
- it were easier to implement collaborative practice across campus with our Hanscom counterparts.
- we had multiple grade level teams!!
- we had more time to discuss what the norms we chose would look/sound/feel like in an actual meeting.
- we had more time for reading "communities that undermine learning." I felt rushed and it had a lot of good information.
- there would be more cross-grade collaboration with language teachers.
- to learn more and more!
- there were more people to make bigger teams and more time in our schedule.
- we had more time to be productive together (cut off redoing norms!).
- that it were possible for teams to really focus on student learning rather than lots of other work that has to get done.
- we had more time on this as a team.
- we had more time to finish norms.
- we had time to finish norms.
- that we had more team time.
- I could feel more comfortable voicing my opinion regarding the type of team I have.
- more members of my various groups were here.
- all teams could work collaboratively.
- you discussed how smaller schools can collaborate.
- we worked on actual problem with our actual team.
- more applied to arts.
- we could spend more time talking about the types of learning communities.
- there was more of an emphasis on how mental health needs/staff fit into teams.
- the sessions was a little less scripted.
- there was more of an emphasis on how mental health needs/staff fit into teams.
- we had more time to meet in groups that are comprised of current group members - meeting/talking across schools/campus is interesting but not a useful.
- that there was more time to collaborate with staff members in the week.
- there was more discussion of issues of trust and how to develop it.

I wonder ....

- how we can restructure our meeting time to be more collaborative given what we have to get done (nuts and bolts).
- how we will be in teams - what will they look like!
- how the communities in my school will move from being congenial to being collaborative.
- if everyone truly internalized this workshop.
- how to help people create really good team groupings.
- how we can improve district content group meetings - with only (example) 1 6th grade science teacher at each campus and the two campuses having such different challenges.
- if everyone if on board for this initiative.
- how this will come together with our team.
- what it would be like to have a 6th grade team and a 6-8 team at HMS to plan across standards (and evaluate).
- if this would feel different in a bigger school - less of an "island."
- if there will ever really be enough common planning time to achieve true collaboration.
- if it is possible.
- what else I don't know about collaboration.
- how we will implement new norms.
- how we can get teachers to look at vertical teams in a different way.
- if we will come back to these norms during the next module.
- if everyone will take the risk to put themselves out there.
- if this will ever really happen; how to make toxic groups congenial.
- if we can know a little bit more about each other and open a new way to communicate and build community.
- if we could split our Wednesday afternoons to meet with multiple teams.
- how to cross-collaborate. Specialists with other teams/disciplines-oh my!
- what if would be like if we could use more team time for professional learning and learning about our students.
- if there is enough time for my team to become collaborative.
- how long this process will take and how new members of a group get integrated into a collaborative team.
- if our team(s) can change.
- if our team(s) can change.
- how much buy-in my team has.
- how all of these workshops on collaboration will really effect a change in our team.
- how I can help improve the groups I am a part of.
- how this will work in our district.
- if that video even applies to our district.
- how this will work with the teams I an on.
- where we go from here.
- about the focus on "learning" vs. "ready to learn" with school groups.
- these sessions will change as practice.
- how/when I may implement meeting norms into some of my meetings.
- if some of the classes could be on Hanscom.
- how it will all evolve in the district.

N = 43

The objectives of this session were clearly identified and accomplished

Strongly Agree – 29%
Agree – 71%
Disagree
Strongly Disagree

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

Strongly Agree – 35%
Agree – 65%
Disagree –
Strongly Disagree

The content present is important to my professional practice.

Strongly Agree – 26%
Agree – 67%
Disagree – 5%
Strongly Disagree – 2%

The materials were relevant, appropriate, and well organized.

Strongly Agree – 29%
Agree – 69%
Disagree –
Strongly Disagree – 2%

Feedback from Collaborative Practices for Student Learning
Led by Becky McFall
Module 1, Session 3
November 18, 2015

I learned ....

- that specialists need to sit with teams.
- not to let good information go to waste.
- collaborating and looking at data can work.
- I have a better understanding of PC and how all staff can be part of student success.
- you care and have a philosophy about your expectation of what we need to do for each kid to succeed.
- that results have to be reviewed and monitored.
- that I want to observe more data meetings.
- importance of good teamwork among different specialist.
- about using a collaborating around data.
- more about how my team members view data and sharing classroom successes.
- different protocols.
- /reviewed protocols.
- just how data-driven my instruction should be.
- how to begin a PLC.
- that most of us are on the same page, but have questions regarding size and possibilities.
- some of Becky's ideas about pushing all students to go further, not being complacent in most doing well.
- how to use appropriate norms during discussion with team members via "the Last Word."
- how important this work is.
- how other districts use time to remediate interventions.
- through the video, rewarding student success has to be relevant to the age group to encourage student performance.
- how data helps a PLC focus their conversations on student learning.
- how to use data more effectively.
- that you're ok with adjusting schedules to help us meet student needs.
- that we can change student schedules...
- this is great and can be successful. I want to be a part of this.
- that we should not be afraid to think outside the box schedule-wise.
- my department is lined up with the PLC concept and looking at data.
- we do a lot of this in our department meetings and I feel like we work very well together. I am glad to see that we do so many of the things that were presented in the video and in the reading.
- I don't feel like I learned anything new.
- following protocols within our table group was un-natural and killed good, natural, positive interactions - some didn't do it. That we had good in-depth mature, professional discussion about the article wit my tablemates.
- the pro's and con's of protocols like "the Final Word." Such methods help control time and scope of discussions but can stifle authentic voices.
- that common assessments can be a powerful tool for improving instruction, and we need to have useful tools so we are mot just teaching to test or fearing we are.
- more about the intent of data collection assessment.
- that it is important to gather data that will really inform us of our students' performance rather than just data for the sake of collecting data.

I liked ....

- the idea of giving kids opportunity for applying and generalizing what they've learned.
- the ideas that are pushing our thinking.
- seeing how we can use data to better assess our students.
- collaborating with colleagues of same subject area.
- thinking about a whole school plan to address students' needs.
- the discussions.
- your enthusiasm about thinking differently.
- the ideas about celebrating more - all types of growth and mastery.
- working collaboratively.
- practicing the protocols.
- the articles and the opportunity to discuss them with colleagues.
- this in theory . . .
- the idea of getting passionate about what motivates and drives students.
- the resources provided to further this work.
- practicing protocols.
- time to practice protocols.
- reading the articles.
- the ideas behind this thinking.
- that we are encouraged to do a PLC as a team.
- the passion you have on this topic. I hope that it is infectious.
- being reminded of some of the key issues about collaborating around student data.
- how Becky spoke about no "bottom line" number when it comes to meeting the needs of students.
- the idea that we will have the time (Wednesdays) to do this collaboration.
- looking at data and practicing conversations about data.
- to apply data collection on student behaviors that impact learning.
- the idea of using data and assessment for different purposes.
- having the time to discuss practice with my colleagues.
- the idea of using extensions to provide interventions.
- thinking creatively about how to use our time each day to better serve our students.
- the idea of using one day a week perhaps Wednesdays to alter the student schedule.
- the collaboration and team-focused mentality on all student learning.
- the focus on believing that all students can learn/have high expectations.
- the idea of more time to strategize with colleagues.
- having a school-wide learning goal.
- collaborating with my colleagues and sharing data/helping each other improve our teaching.
- working and talking with my team.
- the fact that the district is at least open to discussing different scheduling to lead to better student learning.
- the concept of positive interventions that are based on my assessments of shared responsibilities.
- discussion protocols.
- that we have started to have these conversations with our teams to figure out what we need to put in place.
- I liked the data activity. I wish that we had time to finish it.

I wish . . . .

- that I could be on a grade level academic team and incorporate my discipline into learning.
- we had more time to digest things before we had to move on.
- we had more time to collaborate.
- I could meet with my department more.
- we could explore this as a school.
- I had more time with grade level teams to see how I can off my resources.
- you would push us more to value and think about kids as individual learners and what an individual needs to succeed.
- there was a way to make this material more applicable to support personnel.
- this was doable consistently.
- there was more candy.
- we had more time to work and learn together on this.
- we could be clear about what this might look like in the Lincoln Schools.
- time to make all this happen.
- the readings felt more relevant to middle school w/only 1 teacher per subject.
- there were more people who taught my subject and grade level to collaborate with.
- I saw how this worked practically in a school district our size.
- we had more time to learn about specific interventions and more available staff to help with math.
- we had enough staff/qualified staff to meet all kids' needs.
- we had a way for teachers to better differentiate instruction based on data.
- I already had begun this work on collaboration years ago.
- we had more time to expand on our thinking around how to use our time.
- we consider what areas we can track data that will be a continued practice.
- I had more time to collaborate with my discipline. Waiting until next year feels like a long time.
- we had more systematic interventions.
- I had more time to evaluate data.
- I felt like we had more time and flexibility in our schedule to make this work given how small we are.
- we could start to combine students...try out a new schedule before winter break.
- we addressed how we do this in a small district. Do we do this with rigid curriculum maps?
- we had time for actual looking at student work.
- we had more time together and flexibility to move the schedule around.
- that our team was able to work/meet together to revamp what this module has re-shown. We have (my team) has a very detailed process for looking at common assessments (we use color-coded data sheets) to collect our data on each standard. We created (several years ago) class/assessment analyzing sheets that we discuss and analyze at our department meetings. We recalibrate how we look at DDMs and also revamp our DDMs as per our analysis every year. We also us our analysis sheets to talk about our instruction. I feel that I could have used this time to revamp/or relook at all of this (with my team!). I am wondering if this is something that does not occur in other teams or departments? These concepts were introduced in CLT and we have been (or should have been) implementing them into our teaching add most certainly with our departments for the last 4-5 years.
- I had more time to assess, analyze, and come up with ways to help students who struggle and challenge students who have mastered the material.
- that we could have real discussions. The "Final Word" protocol feels forced and artificial.
- we used these two hours more effectively!
- that I had this time to work with my team or my content area team.
- that the term 'data' was more clearly defined and that the role of professional judgment was more valued.
- I knew more about grids and sharing/collecting data.
- some of the "yes buts" were not so extreme. It is really HARD not to meet with content groups.

I wonder . . . .

- how we can work it into the schedule.
- how to embed this work.
- how I can start implementing this into my lessons.
- how we can do all this in a small district.
- if both campuses will have more time to collaborate.
- how I can use this info.
- if we can get out of ourselves to really apply today's lessons.
- how I can relate this to my work.
- how it all works.
- how we can standardize data collection to be more informative.
- what will happen next - if and how teams will begin this work at a deeper level.
- how we can make this work for us.
- what this looks like for elementary vs. middle school teachers. Con this be done by 1 teacher for 5 subject areas?
- if this work will happen at grade level or department meetings.
- what kind of schedule configurations are possible and make sense.
- how this will be implemented going forward in terms of how time to do this will be allotted.
- if my team will do this well.
- if the common assessment idea is easier for lower grades.
- if teachers might be more open to doing this after taking this module.
- about a blank schedule handed to teams at the beginning of the year - we figure it out ourselves!
- what changes I can make with my team and my practice.
- how cross planning between campuses at the middle school will work.
- where we can find the time to look at the data, converse with others, come up with interventions and meet with students.
- how we can offer better/more effective interventions.
- what this would look like at our school? Could we use Wednesdays as a free schedule day?
- if we can really do it. I feel like when we talk about it there are lots of reasons given that we can't by other staff.
- if we could change student schedules/combine sections to meet student needs.
- can we develop our own curriculums and assessments?
- how we find time to do the work that is required to make effective data-driven PLCs a reality.
- what an extension/remediation period would look like on a regular basis.
- if we will be given time to review al of this that we use every year (and have been using), i.e., norms, protocols, analyzing student data.
- how we could incorporate more time in the week to give students the support they need and give teachers the time to prepare with the data collected.
- if we are heading in a direction where assessment and data are all we talk about. It makes me frustrated and sad.
- if the administration has any idea of the work we are already doing with our students.
- if the administration thinks there is a problem? Do they think teachers are not basing instruction on assessment results?
- how flexible we can be in reality in terms of the schedule.
- what we will look like in 5 years. Exciting to go for that!
- what we can do to disassociate assessment from standardized testing.
- if we will find the right people to work with.
- how we will find the time to do this work in our teams and with students.

N = 47

The objectives of this session were clearly identified and accomplished

Strongly Agree – 26%
Agree – 74%
Disagree
Strongly Disagree

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

Strongly Agree – 34%
Agree – 58%
Disagree – 6%
Strongly Disagree – 2%

The content present is important to my professional practice.

Strongly Agree – 28%
Agree – 53%
Disagree – 13%
Strongly Disagree – 6%

The materials were relevant, appropriate, and well organized.

Strongly Agree – 30%
Agree – 59%
Disagree – 7%
Strongly Disagree – 4%

Feedback: Differentiation and Instructional Strategies (4/5 and colleagues)
Module 1, Session 1 9/30/15

	The highlight was..	I learned that...	It would have been better if...	I hope to...
1.	Discussing the dots	I already differentiate learning more than I thought	One person from each table circulated from each table and we discussed those topics	Continue to look at different teaching strategies.
2.	Discussing the censogram	Learning style is not as critical as interests, motivation, etc	Didn't have to silently read for so long... Even though I was not present the whole time, it was hard for me to be quiet ☺	Learn more about the relationship b/w SPED acc/mod and diff
3.	Differentiation means a whole lot more than just "giving a choice"	We have different feelings /ideas/perceptions of what differentiation in the district is all about	We studied the principles/"must" features of DI first, get everyone on the same page then split into the aspects of DI	Try to differentiate better my assessments based on student profile and readiness
4.	Learning facilitator strategies from Patricia	I'm doing more differentiation than I thought. The readings helped me see that	I had more time to talk with my colleagues about what DI means	Read the rest of the packet and learn more strategies NOTE: this was an awesome workshop and I learned a lot. Looking forward to more.....
5.	Consensogram - Provided insight into our current thinking - Provided insight into where we would like to be	I am doing more diff as part of my regular interactive/teaching with kids than I realize I am	1 article was provided before today to provoke thinking	Learn more about diff
6.	Quiet time to read an article on an instructional practice important/meaningful to me with no needed outcome/product	There are some easy ways to differentiate for higher achieving students Consensogram activity	I had a little more time to read the material and plan ways to apply it to my practice	Test out one of these strategies in my classroom
7.	Material was interesting and Patricia did a great job having us dig deeper to learn about differentiation	Orbital studies might be a way to engage my reluctant learner to show his learning and understanding of curriculum through a topic of his interest rather than telling	I could have had more time to work on the short/frame-of work project	Start the orbital study with student soon
8.	Having professional development that was relatable to my field (wellness)	Allowing students to choose tasks and activities at their level can help raise achievement and make class more	We met as a department to discuss PE/Health articles and how we can use them in class	Include these strategies in my classroom

Feedback: Differentiation and Instructional Strategies (4/5 and colleagues)
Module 1, Session 1 9/30/15

	enjoyable		
9. Learning new techniques... GoGo and consensogram	There are differing views about multiple intelligences	The activities/expectations were a little clearer	Learn and try new techniques learned in my classroom
10. Experiencing the consensogram Having the chance to finally dig in to differentiation w/purpose/time and space to process it/	From reading chapter 2 I actually approach my teaching with a mind toward differentiation more than I thought I did I have much to learn and am looking forward to the next modules and trying things out	The learning task had been a little clearer/defined	Feel more competent and confident about implementing more strategies w/out felling over whelmed
11. Learning some new strategies to bring back to the classroom Especially the G.O.G.O and the consensogram	Many other teachers feel the same way I do about the struggle to effectively differentiate across the board	We'd had more direction with the last part – readings/project I know where I'm going but it took a while to get there	Follow through with our differentiation idea to get a better sense of where the kids are, though I know I'll need substantial support and the dedication to use it effectively
12. Consensogram	Differentiating can be: - Content - Process - Product - Environment/affect	The ch. 2 article was broken down into a power point/notes so we could use it before we read any other articles	Develop a few new math tasks to address my gifted students
13. The conseogram! I thought that the responses were really interesting. It would be interesting to see where we stand as a district once all of the modules were completed	Differentiation is a process that takes time to effectively adopt	Discussed articles in small groups!	Even more sensitive to each student readiness
14. Having the day to start – I always have anxiety	Even facilitators can admit to error ☺ Although realizing how to adjust is a good thing Thank you	If there wasn't "the long pause"	Work on it when involved in group activities
15. The give one, get one activity...enjoyed hearing new and	We, as a faculty, have a strong belief that differentiation, in all classroom settings,	We began the activity sooner so we could get into the reading a bit deeper	Learn ways (and other opportunities) to differentiate other

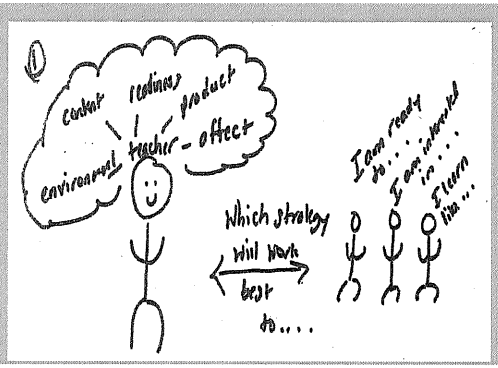
Feedback: Differentiation and Instructional Strategies (4/5 and colleagues)
Module 1, Session 1 9/30/15

exciting strategies to use in the classroom	is important to the growth of all learners		aspects of my curriculum, perhaps not just math, writing, and reading
16. I liked talking about strategies other teachers used in their classroom to get kids talking (the give one take one activity – I never heard of it before)	The classroom environment does impact and influence a students learning	We went over what differentiation means to us. Give a uniform definition so that we are all on the same page	Learn more opportunities of where I can differentiate especially in science and social studies
17. Thinking about how I can differentiate my math differentiation for my struggling math learners	These learners must have engagement and understanding must connect to something they know	I didn't have to work with a team – this feels really individualized to my students	Find a way to go ahead in "tricky" math lessons to add engagement and understanding to make lessons clear beforehand
18. To begin thinking about what it looks like in music	Solid frameworks to keep in mind as I think about writing music curriculum	There was more time to start planning and dive into work	Build a curriculum that is differentiated and is centered around content process products and essent. Skills
19. Getting in a big fight about mul. Int. Also like the consensogram!	Some people disagree with MI, but even they agree that people have strengths in these different modes	?	Get a lot out of our classes
20. The consensogram was interesting. I'd like to hear more about how folks interpreted some of the trickier questions	Multiple intelligences are being debated	The education piece (after consensogram) was more clear	Learn some new differentiation strategies I can bring to my class
21. The concensus gram activity	Thinking about differentiating instruction raises many more questions than answers	The "learning" portion was a project to carry to next time Not "try something out"	Be able to do something specific in the next 3 weeks that pushes my thinking
22. Looking at chart data Consensogram Good classroom strategy	There are effective strategies for those that understand material and are ready to move ahead	(wondering) Questioning whether there are good video clips that show effective differentiation	Read more extensively chaperts from Carol Tomlinson's book
23. Affect/environal support are equally valued! *I enjoyed the "facilitator tips!"	Differentiation can be through - Content - Process	The articles were scanned and available to read on the gdrive vs having so much paper	Find time to watch the video about "learning types"

Feedback: Differentiation and Instructional Strategies (4/5 and colleagues)
Module 1, Session 1 9/30/15

	- Product - Affect/environ		
24. Discussing the "continuum" graph	I'm doing a lot of things "right", but inconsistently Also, I don't differentiate assessments enough – particularly in math	We'd had more time to discuss our understandings of what differentiation is	Become ore consistent in my practice Get kids to assist more in the process
25. The consensogram discussion I loved how it was set-up and think it was a fantastic starting point	My understanding/beliefs are in common with the direction you are heading	As a group there was a common understanding of DI before dividing up – feel like the awesome consensogram was a great jumping off point	Continue to build a tool box and find ways to improve my classroom instruction
26. The consensogram and the discussion that followed	As educators we do not all feel the same about DI	More group discussions in either small groups or as a whole	Gain a better understanding of how to incorporate DI in my classroom
27. Working with peers to discuss different ideas/concepts about differentiating those activities were really helpful	Differentiation is not only a tool for carrying out a lesson but also a tool for curriculum design	More time had been spent on direct instruction – the concept was brand new to me	Slowly implement ideas and techniques into my teaching over the year/years to come
28. Having an opportunity to read through materials – the choice was wonderful! It allowed me to skim and scan things that were familiar and begin to look at some new thoughts/info/ideas	I explored the idea of "durable learning" a bit	I simply need a little more time with the reading (I think, process, read, write a bit slower)	Take some of the suggestions to strengthen classroom environment and student involvement and implement them to have more success with differentiation

Feedback: Differentiation and Instructional Strategies (Grades 4-5 and colleagues)
Module 1, Session 2 10/21/15

My understanding of Tomlinson's framework	What worked	What could have been better
	Reading to gain a common understanding and to share ideas	The challenge - developing a culture of people willing to try new things like protocols, sit with silence sorry about that in the beginning and recognize that even if you have done a differentiation work shop before you can always be reminded of a nugget or look at something a new way.
There is a huge growth mindset piece. The self competition is so apparent throughout the readings	I really enjoyed the challenge of a new protocol. As someone who excels at talking, a support structure to help listening is a welcomed changed	It would be nice to change groups. We tend to stick with who we know.
Constantly look within yourself on how to better reach your students needs.	The pace of the instruction is fast and productive	More collaborative discussion on our perspectives as teachers
My primary understanding is that it is <u>not</u> equitable to have one-size fits all model!	We must meet kids where they are and encourage non-competitive (w/other kids) progress	This seems counter intuitive in regards to district or state/federal assessments
"Teachers are student's students" Kids shared compete against themselves Kids should learn to read the strat. That benefit their learning styles	I enjoyed the protocol for sharing ideas. I was able to listen and hear other perspectives w/out getting to say..."BUT..."	I do, however, agree that the full minute/2min. was a little too long for some the passages Thx!
Differentiate by Goal Process Product -Student-centered environment -variety of techniques to address students needs	Part of the learning process that can be differentiated goal-setting interest skill level proficiency social skills development performance of understanding mode feedback	Teacher – flexible in decision-making
Differentiate of Goal Process Product According to	I really liked seeing people's "artifacts" of differentiation...good ideas!	It felt long winded without a lot of specifics....BJT

Feedback: Differentiation and Instructional Strategies (Grades 4-5 and colleagues)
Module 1, Session 2 10/21/15

Readiness, interest and profile		
DI is a teacher's response to a learner's need	It was nice to have time to hear others' ideas of how to use more DI in class	It would be helpful to have more time to plan differentiated lessons and units on own and with colleagues
Differentiation starts with the student. What is their level of readiness with respect to curriculum? Then working with student in mind, c--- lessons/coaching to support student readiness to engage/com...work so that you can continue to support their learning and w/--- growth with skill/curriculum.	Great work today! I like the "starts with me" protocol.	Dead air time; silence is not my friend ☹
Differentiation Response to needs Supportive curriculum assessments instruction environment routines Content process product environment Readiness, interests profile	Enjoyed the short readings	The protocol didn't fit for the reading
Teachers differentiate through content, process, product, affect, and learning environment.. They take into account students readiness, interests, and learning profiles. They do this so they can meet the needs of all learners, meet them where they are at and help them grow from there.	I enjoyed reading the book & talking about it using the protocol. It helped me think through some things	I would like time to work with people who teach the same curriculum as me so we can talk about how to use some of these strategies.
Some of the important elements behind Tomlinson's model for DI are: Getting to know students Stations/centers No one size fits all approach Interests Pacing Learn from students	I enjoyed sharing my success/failures from personal DI	Additional movement
Differentiation is teaching children in a way that allows them to learn as deeply and as quickly as possible by facilitating and supporting each child's "road map" no two road maps will be exactly the same. You can achieve this by designing curriculum	Sharing diff strategies – having time to talk and brainstorm	

Feedback: Differentiation and Instructional Strategies (Grades 4-5 and colleagues)
Module 1, Session 2 10/21/15

with a mind to differentiating how and what you teach according to students readiness interest and learning profile		
Important elements: Differentiation can be through content/process/product/affect/environment according to students readiness, interest, profile	Well Talking w/colleagues about idea about differentiation and overall philosophies of teaching	What could have gone better still seems like this information is so basic. I see this happening and I do this everyday
What is your understanding of Tomlinson's differentiation Centers around how teachers teach and how students learn not the what Teachers are responsive to student needs a growth mindset Various ways to differentiate,	It seemed that you were able to read the word change up the agenda	The protocol was tough – the time increments seemed too long.
What are the elements and/or thinking behind Tomlinson's model for DI? *All students have the means of learning, but given a DI model, they can be actively engaged in the standard/lesson by appealing to their range of interests, readiness, and learning style	What wend well? I enjoyed listening to the other educators in my group talk about ways in which they differentiate their lessons/standards	What could have gone better? Would have like to have more time to get to differentiating the math forum problems
Elements of framework Meet kids where they are at Diff through content, process, product or environment according to student's interest, readiness, learning profile	Went well Talking to colleagues about their work	Didn't go well My brain is over whelmed It is 3:57 and we are just starting this reflection. That is not enough time to properly do this. I have a giant to do list for today and the next weeks (including 22 stressful parent conferences), and getting a homework assignment to do on top of that is just too much. Please let us leave here empty handed
Describe the important elements and/or thinking behind Tomlinson's model of DI Thinking about different learning styles Different ability levels Modifying lessons	What went well today The sharing of what tried in our classrooms and how our colleagues viewed the same thing. Also, all discussions. Choosing a piece of reading to review with your group was a nice change of pace	What could have gone better While getting feedback from the group reading, the time was a factor
I like the fact that "students" are a part of the learning process. Who they are and what they can do are taken into consideration of the learning process for them. Everything is an individual, both teachers and students. We all need to be "proactive"	I fell the presentation was more organized and I feel we go to be in group that led to "own comfort zones" Flexibility is the key to success"	When reading from the book, we could have less time for the speaker (2.5) See you next time Thank you

Feedback: Differentiation and Instructional Strategies (Grades 4-5 and colleagues)
Module 1, Session 2 10/21/15

Tomlinson describes differentiation as responding to learners' needs by adjusting process, content, and/or product according to the learners' interest, readiness, and/or learning profile	I appreciated learning the protocol and see its benefits in certain situations. In addition I found that my group's sharing about "what we tried" was very valuable – great questions, ideas, and the different perspectives made the conversation rich	
What's the elements of Tomlinson's framework? Differentiation can be to content, product, process or learning environment Students vary in readiness in interest, and learning profile	What went well today? I liked hearing what other teachers did for their differentiated lessons. It gave me some ideas to try in my own classroom I liked reading in one of the passages not every lesson, in every unit has to be differentiated. It is okay to have a non-differentiated whole class lesson	What could of gone better? I wanted to try the math problems but I understand that sometimes you can't get to everything and we will do them next time
Important elements of D.I. Rate of instruction Varied degree of complexity Competition against self, not others Appealing To a range of Interests Different approaches to learning	A lot love that we have Tomlinson's book – excited to read on! Enjoyed the debrief about strategies we'd tried the previous week	The "save the last word for me" felt pretty stiff – would've like more back and forth with the content of the reading Excited to try w/book clubs, thank you!!
Students need to be in more partnerships with teachers We need to meet students at their level with a variety of effective strategies that showcase their learning style Learning and teaching need to become more personalized Classrooms need to provide more tolerance for learning differences	Protocol went well today – gives you time to think and listen	Maybe as a group sharing a sentce/phrase that struck you
What stood out for me as part of the important elements was that it's not always essential. It's based on needs and if a group happens to have more similar strengths and there is less differentiation, that's ok We must be flexible, we must connect with the rest of our school community, and we must adapt not just to how student learn but also their interest. Tomlinson's diagram is one that I will keep referring to	I enjoyed the additional quiet moments of reflection. I think we process what we heard and what we were planning to say more	We could have managed time better to allow for more different activities and breaks which helps me as a learner.

Feedback: Differentiation and Instructional Strategies (Grades 4-5 and colleagues)
Module 1, Session 2 10/21/15

Tomlinson's model: content + process +SLP I think that student's readiness is the most impt part of Tomlinson's model. If we don't know what students don't know we are addressing their needs	I really liked sharing an artifacts and having time to see what others were doing and what their differentiation looks like, especially in the classrooms	I would have rather just read the text independently.

Feedback: Differentiation and Instructional Practices
Module 1, Session 3 11/18/15

How has your thinking about differentiation and/or instructional practices changed because of this module?
I like thinking about the different methods of differentiation now – content, process, and product While I teach one curriculum area, I have a big range of students in regards to level and emotional needs. The module pushed me to recognize the amounts of diff I do without even realizing I am doing it, but also to cont. to use resources to cont. to find more ways to meet ind. needs This module reiterated how much differentiation is part of the like of a special educator. We can and do serve as good resources to classroom teachers, particularly for students on our caseloads Thinking about the number of ways we can differentiate whether it be assessments down to instructional practice I have thought more about the link between differentiation and Bloom's Taxonomy. I now think of differentiation as providing student choice-not just teacher given. Because this was a new concept, my thinking has changed by growing. I feel more confident in my own opinions and in the support of fellow staff. It reminded me that dif. Is more than just content tweaking – also process and product. I think that we as educators need to constantly reflect on our teaching on a lesson by lesson basis continuously questioning whether ro not our students are grasping the concept at hand. If they are not, we need to change what we are doing. This reminded me you don't only have to differentiate I am more aware of the different aspects of differentiation: process, content and product. Revisiting Bloom's Taxonomy as a guide for differentiating is always helpful. It was a good reminder of the ways to differentiate and that instructional practices can be differentiate but aren't always. I do a lot of differentiation on a daily basis, but being given time to collaborate and work with grade level teachers was helpful. The module has helped me think about the variety of ways to differentiate also considering interest not just challenges level and choice. I think it gave me time to think about options and try out using ideas in different ways. For example, I took a lesson that was partially differentiated already and took the time to make adjustments that made the overall lesson more effective for the range of learners. Today was most useful for me. I think, had we started/focused on Bloom's and talked about ways to move kids from the "apply" column, to the "analyze" or "eval" column, I would have felt the time more valuable. Brings clarity to how to differentiate – good reminders with areas to think about. It has allowed me to think more about giving my kids more of a choice when it comes to assessment and how they receive instruction I have a new framework to consider along w/UDL etc. Differentiating instruction is something I have always done but this module makes me look at other aspects not just instruction. No real "change" but a reminder differentiation is " up and down" This has helped me to think of new ideas/strategies to support all levels of learners. I'm more aware of process, content, and product and how differentiating isn't always changing the outcome.

Feedback: Differentiation and Instructional Practices
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What actions you will take over the coming months as a result of your learning in the module?
I feel that I already do a lot of differentiated instruction in term of process and content but I would like to think more about giving options for a differentiated product Continue to use resources to differentiate learners and guide teachers in diff. within classrooms (Blooms, Tomlinson) I will continue to think about differentiation in my small group setting along with collaborating w/my grade level team to help differentiate in their rooms I will take the time to try and differentiate parts of different lessons to gain a better understanding of how to differentiate I will try to do more differentiated activities where all students are engaged and hands on, but at appropriate levels. I will continue reading The Differentiated Classroom. Thank you for the book! I will make more time to break down the various pieces of my lessons/units to see how I can improve and where I can best differentiate. I will continue to differentiate instruction – content, process and product. Think about what product I'm expecting of my students. Try to incorporate more differentiation – maybe by interest into activities in various subjects. Try out some differentiated activities that I heard about I will continue to such ways to make experiences more accessible for the students in my class both in process and product. While it is challenging to guide students towards none one ended explorations when there feels that is so many curriculums to cover, I recognize true value. Will continue to think about Bloom Taxonomy as a tool to differentiate content/process. The importance of time to think mindfully about how to differentiate assignments/activities for struggling learners and advanced learners Will plan more centers, more student – centered learning (choosing topics in s.s., etc) which helps w/ownership and ZPD. I will try to continue focusing on the work we've done thus far. Definitely working at moving kids into the analyze and evaluate columns. Plan units with a more focused lens as to how to vary process to most effectively meet needs of students. More choice for kids and more variety in curriculum I will continue to talk w/ colleagues from this workshop about what we learned and how we can use what we learned Continue to differentiate instruction to make connections with students and learning. Look at my "gifted and talented" and help determine next steps I will definitely be looking at ways to extend students with their math word problems In addition, looking at ways to assist my language learners. Try math stations be more mindful of what it is I'm trying to differentiate (process, content, product)
How well did the content of this module meet your own learning needs? (Please give me some detail with this answer.)
I liked that we had time to work in groups and teams on something relevant to what we are currently teaching. I didn't like using a protocol to read, as it felt forced/awkward The flexible time was helpful to work on my own curriculum, and to talk with colleagues who do similar work Truthfully, I feel that this is an area that is strength for me. I did, however learn new ideas from peers

Feedback: Differentiation and Instructional Practices
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I enjoyed mixing with colleagues with different areas of expertise. I think this module opened my eyes a bit more about how differentiation can be administered
I like the opportunity to read about strategies that I got to choose and have time to work on a project meaningful to my room. I liked sharing and seeing what others are doing.
The Tomlinson book in particular was very helpful. The descriptions combined with various subject examples help solidify my understanding.
I feel like I already understood the content, but liked the time to work with colleagues.
I thought that this module really met the needs of my teaching and has made me consider what I can do differently in the future. How can I best help my kids and work w/teachers to help them.
Gave me ideas on how to differentiate in the classroom (different activities to try) the math portion showed me how much thinking goes into solving problems and how for some students we need to scale back or extend.
It afforded me time to work with my colleagues and explore differentiation as it directly relates to our curriculum.
It gave a means/avenue for team members to get on the same page about the meaning of these terms and think about ways to do it.
To be honest, I really didn't learn anything new.
Parts of it were helpful- I enjoyed hearing other teacher's examples of what they did in the classroom. The time set arde on our own was harder – I still felt a bit stuck.
It gave me the opportunity to be more thoughtful
Good refresher on Tomlinson's work – especially in looking at variables to consider when planning
It allowed me to be included because every session was relatable to my area of teaching
Content was well differentiated to meet various needs. It was good for all grade levels and content areas. I could apply what I learned to math/literacy etc.
-expand thinking –stimulates new ideas – motivating
The theoretical conversations were okay-but went on too long. I liked looking at the math problem today.
Well, between this module & SEI, I feel that I have some good tricks up my sleeve!
It helped me look at my teaching with a different lens looking at ways to differentiate MF problem felt cumbersome

How did we do with the structure and/or facilitation of the module?

I liked having the 3 days be closer together, but I feel starved for a teaching planning Wednesday today after many Wednesdays of conferences
It was helpful to use some Wednesdays and Mondays to do the work. I like that the groups had a variety of teachers to encourage people to think about diff across the curriculum
With so much to do in our own teacher worlds/minds, having workshops on Wednesdays can often be overwhelming because there is so much else to do. However, once here, the structure was okay. The Monday times were a little confusing.
The timing was done well. The class reading was informative as well as group discussions. The topic was interestingly taught.
I think it was well thought out. I think the first lesson-graphing activity was great.

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I think the structure improved with each module. Allowing for more time on personal work and group feedback was great. The reading portion also shortened which mad discussions more focused.
Mostly well. Didn't love today's math activity with math forum. Burned more brain cells trying to figure out rather than getting to the main idea
I liked how the module gave us time to work on lessons/units that we wanted to differentiate, I also liked how we were given time to read the book and talk about.
I like sharing differentiating activities in the beginning. I like the time to work on our own lessons-I got something that I can use in my class.
I appreciated follow-up time to get further with ideas we began to explore.
I think the overall plan to move from general ideas/understanding as a community to specific to your practice was fabulous
I thought team work times were things ran too long, but on the whole, well
It was somewhat disorganized initially, though the resources (Tomlinson) were good wish I'd had the opportunity to see videos of good differentiation in practice.
I appreciated the organization and thought that was put in to this module. Your modeling of "teaching moves" and explicit definition of this was one example of how carefully you planned this. I appreciated the opportunity to read parts and articles that interested me and addressed my particular needs/goals.
I didn't feel like I got a lot out of the 2nd day, but the first and final days offered more relevant info. Some of the reading in the binder could have been condensed into Big Ideas.
Facilitation was fine; structure felt disjointed and sometimes less helpful.
This module was a good balance of input plus work time
Very well. I think moving people around could have been helpful as well (different seats each time).
Excellent – great modeling of teaching techniques to.
I like breaking into groups with other teaching professionals with similar content.
Wish there was more time for practical application (less talk in first two modules)
I enjoyed today especially and found it helpful to collaborate and have some time to work w/team members to differentiate meaningful activities
The first week was a bit confusing but after that it was clear

What advice do you have for Patricia regarding facilitation of this module with 6-8 teachers

Be sure it is connected to their daily work. We don't need more things to do, just additions to what we already do
Cont to give freedom/flexibility and time to apply diff practices to daily instruction
A lot of information seemed "obvious" maybe pick the "seeds" that may show dif news or lenses
I think the more opportunities teachers have to choose what to learn more about/practice/apply to their own teaching the better. The ability to walk away with something complete we can implement is great.
The format of session 3 along with some more presentation when necessary will work well.
Continue time to collaborate
Talk about pulling small groups rather than whole class lessons

Feedback: Differentiation and Instructional Practices
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I wish we saw other examples of differentiation in other subjects as well
Continue to provide time for collaboration.
1st half of day 1 combined with 1st half of day 2 would make a great start.
Keep it relevant to the individual subjects.
Better sense of where we're going more examples (videos)
Now that you have the books, I would encourage choosing a core passage that could unite the group in a shared understanding at the beginning. Then proceed. The "homework" was beneficial.
More active opportunities to try out differentiation beyond reading and discussion.
Focus on process and product to widen our scope on how students can show what they know – beyond tests
When separating into large groups, provide a quiet area (hard to concentrate at times).
Give more advance notice that there will e time to work on a unit during the last class.
This would work better with all math teachers or science or English etc not single grade level
See above (Wish there was more time for practical application (less talk in first two modules)
Provide clear expectation on day 1

Last question: The district wants to support educators in continuing to strengthen their abilities to differentiate. What steps should the district take to ensure this ongoing learning takes place?

Give us time to create our own agenda and observe peers with requiring meetings, readings, and paperwork
Follow-up sessions within disciplines.
More unstructured time to differentiate with teams and independently
Follow-up during faculty meeting
I learn best from examples I enjoy seeing what others are doing ways to share out-share work/ideas is great.
Provide modules again in future years even if other educators simply want a refresher.
Teachers sharing ideas at FM's and CPT's
Help develop pre-assessment/consult on how to help students who might need significant extensions. Make a policy for assessment guidelines.
I would like to see examples from other subjects then have time to create something in that subject with my team.
Time to share differentiation experiences at faculty meetings, it is all about time.
Honestly – we need time to develop what the core of the curriculum actually is before teachers will fully be able to effectively differentiate regularly.
More time to collaborate with one another.
We need to see more of it in action – could be videos of peer observations-and shoe ideas among similar teams.
Maybe somehow having a problem-solution
More assistance/time from math specialists to model or discuss lessons/concepts.
Possibly separate new teachers from veteran teachers and adjust accordingly
Use staff meetings to practice.

Feedback: Differentiation and Instructional Practices
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I'm not sure that more pe is needed, but it could/should remain as a focus when writing curriculum, adapting curriculum, and in teacher evaluation conversations/observations.
I feel this is already happening with the licensure process
Less meetings and more time in our classrooms to prepare lessons that hit all learners.
Time; strategy suggestions
Allow time for collaboration

Feedback: Small Group Reading Instruction (Grades K-3 and colleagues)
Module 1, Session 1 9/30/15

Campus (name optional)	Gr.	What information today was an "update" for you?	What do you hope to add to your understanding of small group reading instruction in upcoming PD sessions (modules, staff meetings, CLTs, personal coaching opportunities)?
Rachel Lincoln	K	"Prosody" how to indicate a 5 correction on a reread Different aspects of fluency	Most effective ways to structure groups for my lowest readers Independent literacy activities that are meaningful and doable
Lincoln	K	Structure for assessing fluency more deeply	Strategies for grouping How to split time in a way to bring "struggling" students to benchmark while still providing opportunities for growth to higher students
Lincoln	K	The session on fluency had me wandering how fluency is impacted when a child starts to sound out a word. Isn't this a "good" reason to slow your rate?	I'd like to unpack this more
Lincoln	1st	n/a –I'm quite up to date given my own recent professional development	More ideas for fluency intervention
Jillian Lincoln	1st	Deeper categories of fluency	How to guide fast readers (strong in accuracy and comp) Advice on deeper comp on very low level books (A, B)
Lincoln	1st	Not much, but I have the good fortune to have been working closely w/literacy specialists and colleagues on these topics	I would love to learn more about planning SESSels effectively using the components
Lincoln	2nd	Fluency rubric so helpful in speaking w/parents and learning what area in fluency	More writing about reading Thanks!
Lincoln	2nd	Fluency dimensions	Comprehension interventions how to help those kids who continue to "get big" or the F&P but are not effectively going beyond the text w/their comprehension How to reinforce w/parents the importance of comprehension when reading
Lincoln	3rd	Thinking about fluency and how to assess it	How to develop fluency How to analyze miscues = so what?

Feedback: Small Group Reading Instruction (Grades K-3 and colleagues)
Module 1, Session 1 9/30/15

Lincoln	3rd	Fluency – what it all involves?	How it strengthens fluency?
Lincoln	3rd	I wouldn't say it was an update but a great refresher! Great to revisit the ideas!!	What text to use How long they should be How to revisit groups throughout the week Do they need to be reading same text?
Carol Lincoln	K-2	All of it!	I'm working to take some of the way that everyone looks at literacy and applying those familiar structures to looking at children and math Thank you!
Lincoln		M.S.V. scoring	More comprehension And more discussion about our decoding program
Anne Caron Lincoln	2-5	Miscue analysis – helped to remind me how and why to do it	I want to add to my understanding of fluency and how to teach it to students
Colleen Lincoln	Art	Predicting, fluency, running record connections synthesizing, inferring critiquing, analyzing	How to use in art How to integrate story telling into art
Hanscom	K	MSV using it to inform instruction	Working on fluency in K What is appropriate levels of each of the 6 dimensions
Stacey Foresman Hanscom	K	Digging a bit deeper at fluency looking at 6 dimensions	How to assess comprehension at lower levels of text What research states at times merit vs amount of time merit within our class "org" and see kiddos more difer or for larger time?
Sharon Hanscom	K	Fluency ----	Incorporating writing sound boxes
Hanscom	K	I found the "updates" to be useful and meaningful for my teaching (F&P scoring and miscues).	I hope to increase my understanding and teaching practice in guided reading in general. I found it so helpful to focus on the specifics of assessment/planning and I am looking forward to more work in the teaching practices to help me improve my instruction in reading.

Feedback: Small Group Reading Instruction (Grades K-3 and colleagues)
Module 1, Session 1 9/30/15

HPS	1st	Analyzing miscues	I would like to dig deeper into how to teach specific fluency strategies
HPS	1st	Understanding of MSV for the F&P assessments	Digging deeper into all 3 levels of reading (fluency, accuracy, and comprehension) and analyzing F&P assessments for underlying needs
Jane Mosier HPS	K-1st	Fluency rubric I used a 3- on the component rubric previously	Fluency interventions What does the most recent research say? ☺ loved it! Thanks!
HPS	2nd	6 aspects of fluency Record of reading online	I would like to see a model of a small group that targets a specific skill/or multiple models.
HPS	3rd	Analysis M/S/V	I'd like to learn more about the 6 areas of fluency and same lessons I could use to help students improve
Carolyn Baughan HPS	3rd	Review and examples of MSV and misuses	How to move forward with fluency in small group instruction Taking RR and adjusting my instruction in small group
		All of the information was an update, but really appreciated the review	I would love to go over cueing and questioning text comprehension while doing guided reading
Terry Green District	1st-4th	Found pending processing wheel fantastic resource in understanding where my students are	Comprehension strategies for science informational texts Sources of different leveled science texts for my students
Kim Polster Hanscom	K-8th	Much of it was new for me because I don't do F&P or running records with the Ell students	I hope to find ways to use the prompting guide/common prompts for reading, discussion, and writing tasks with ELLs
Beth Hanscom	K-3rd	Comp and accuracy	Applying analysis to instruction Comic Sans ☺
Stacey Clarkin HPS		The importance of fluency and how it impacts the child's comprehension Remembering that some students lack prior knowledge for reading comprehension	Repeated readings How to utilize all staff in the building to help students with the reading skills and self-esteem

Feedback: Small Group Reading Instruction (Grades K-3 and colleagues)
Module 1, Session 1 9/30/15

Donna Lubin HPS	Prek -3rd	That the running records are somewhat subjective	It was interesting, but not really the PD I could use in my daily teaching We need some PD for specific specialists
HPS		New learning: comprehensions – relate feelings to connecting with miscue analysis was an update	Learning more about prosody Being on the same page about fluency scoring
Hanscom	N/A	Running record scoring	Understanding analysis more deeply
Terri Russell HPS	1st-2nd	I appreciate the additional clarity about "beyond the text" in order to facilitate my scoring of the F&P comprehension section	I'd like to incorporate additional aspects of fluency in my day-to-day instruction, but struggle with having enough time to do so. Efficient strategies are greatly appreciated Thanks to you all for your hard work!

Small Group Reading Instruction, Module 1, Session 2 10/21/15

Campus	Gr	(faculty meetings, school based times, coaching)	What are your hopes for session 3 of module 1 for small group reading?	Questions
		Sharing at faculty meeting about effectiveness of newly implemented strategies.	Sharing out as to how strategies were implemented and differentiated within small reading groups. I'd like to see collaboration between district wide staff.	N/A
Lincoln	K, 1,2		Continuing to learn more about teaching literacy	None really
Hanscom	1	Coaching and faculty meetings	To plan a small group lesson for my students of all levels.	None.
Hanscom	K	timing question (more groups and less time or less groups for longer periods of time).	How to manage the varying needs within a small group and how to keep the lesson short enough to meet with many groups.	How to manage the varying needs within a small group and how to keep the lesson short enough to meet with many groups.
Lincoln	1	Coaching	Talk more about planning of groups and incorporating all the things we have learned	Incorporating so many different components
Hanscom	k,1,2,3	Coaching time would be beneficial	Time to work on a plan for the classroom	None at this time
Hanscom	2	I think it makes sense to be able to talk to our literacy coach as needed.	I hope to hear/see more examples of how to implement the lessons in the new book with groups of students.	Is it more effective to just target one skill during a guided reading group lesson or is it okay to target several skills, depending on the group?
Hanscom			I hope to see an example of a lesson in the book done with a small group.	
Hanscom	1	It would be great to meet with Liz and Rose during our CPT time to work through implementing this in the classroom and looking at small groups	more time to use the book and look at planning small group lessons	What does this look like in real time? The ideas are great and I want to try all of them. I'm wondering how to implement these groups during our humanities block?
Hanscom	3	I would like more opportunity as grade level with Rose to dig in to the issues and questions we have about planning.	I would really like to get more direct feedback from a literacy specialist on how to organize the scope and sequence for my small group.	I am not sure how to build a logical and meaningful sequence for my small group that have different needs.
Lincoln	1	I feel like this is enough, as long as there is an outlet for future questions as we are working and flexibility with future team meetings or coaching sessions to be catered to those questions.	Time to talk in grade level about what's happening in our groups.	I was thinking out loud in our team about how many "independents"/how long before moving groups up in level in first compared to K, as they "lived in" levels for much longer in K and I feel somewhat nervous jumping up levels so quickly that I might be missing something.
Hanscom	K,1,2,3	school based times	To learn how to conduct a small group reading and use the prompting guide	How to amend this for ELLs
Hanscom	K	faculty meetings - grade level separation and coaching	Do a little work that is grade level specific.	How to balance use of the continuum, prompting guide, reading strategies book, and other visual tools.
Hanscom	2	Continued training of instructional assistants if we're to maintain common language...	Putting it all together - perhaps how a classroom, general ed teacher utilizes this; manages the differentiation	How often does a group participate in such a lesson, and how do I maintain flexible grouping if I target skills that very according to mastery?
Lincoln	K,1,2,3			How to ever do this in art?
Hanscom	2	time to plan with team and intervention support	how to make it manageable	
Hanscom	K1,2,3		More work with fluency - Liz Paige and Lisa Falcone are a wonderful resource!	How to manage it all.
Lincoln	2,3		more practical strategies	

Campus	Gr	(faculty meetings, school based times, coaching)	What are your hopes for session 3 of module 1 for small group reading?	Questions
Lincoln	K	Team level meetings and coaching	How to manage planning lessons for many groups in my class and the range of needs.	
Lincoln	3	specialsits to push in and pull some of these groups so it is a team effort to service kids not all on the classroom teacher.	we will continue to be able to spend time planning for our students	How do I balance the work with other components of workshop (like book groups and partner reading)
Lincoln	2	school based time	We can delve further into the suggested lessons	a few more management tips for sm groups
Both	1,2,3	understanding the F & P data as a specilaist	more strategies on how to support kids in our specials with non-fiction texts/read alouds	how it relates to specialists- what can we do to support our students with their growth in reading in the content areas
Lincoln	2,3	Word/phonics work, spelling work	I hope to further explore how to incorporate specific, goal-oriented lessons in my small group instruction.	s it appropriate to do some of the lessons across text levels if the goal for those students are the same? For example, if a group of students all have fluency issues, can you do the same small group lesson with them, even though they are reading at several different levels?
Lincoln	1	N/A	More time to plan for our own individual instruction	N/a
Hanscom	3	I would like some more work around vocabulary instruction and how that plays a part in comprehension. I would also love to look at how we can use multiple resources at the grade level to support kids	I think continued thinking around how to put it all together and manage the data collecting	Moving kids on to the next level when there seem to be so many goals at each level
Hanscom	3	individual coaching on small group instruction school based time to work on analyzing running records	How to manage it all. What forms to use.	What books have other teachers used for small group instruction that were particularly useful?
Hanscom	K	What does this look like for non-reading K students from Sept-Jan (when formal reading groups start for all students)?	I hope to continue having time to explore this resource more with my team and to discuss lessons tried and how they went.	What does this look like for non-reading K students from Sept-Jan (when formal reading groups start for all students)?
Lincoln	K	Having a coach work with our team during CPT times.	How to be more effective when planning lessons.	How to balance it all, especially as we consider planning for other curricular areas.
Lincoln		more faculty meetings focused on literacy and guided reading	i am looking forward to the prompts	logistics of setting up reading groups and having the time in the day to do it
Hanscom	3	definitely would appreciate time to explore the fluency rubric and lessons to support findings.	How teachers manage multiple needs in groups. (do we do strategy groups, by level, mini-lessons - etc. I suppose I'm interested mostly in how to run strategy groups as I'm not as familiar with how to manage running them.)	I'd love to see what lesson plan formats or recording sheets others use. Every year I ask around and search for new or better ideas.
Hanscom	1,2	Any addition to individual planning time permits me to explore new avenues for reading groups.	I don't have any specific hopes and would defer to my colleagues.	I'm always concerned about having enough time to work with reading groups.
Hanscom	3	I think the modules are plenty as a whole staff. I would like some time (not additional time, but Wednesday times with just my grade level team to plan for these groups.	Modeling of a small group consisting of students with different goal areas	How long should a group stay with one book? Should the book be on the shorter side on purpose? How many books should one reading group go through in a year (does this depend on their current level?)?
Hanscom	1		More breakouts by grade level. What's useful and appropriate at K isn't at 3rd. Maybe videos of a small group lesson? And (sorry) no homework would be great. If we weren't all doing hours and hours of homework for SEI right now, I'm sure I'd feel differently.	Not sure till I try out what I got today, but ... how does this intertwine with phonics? I noticed that word work is optional. Really?

Campus	Gr	(faculty meetings, school based times, coaching)	What are your hopes for session 3 of module 1 for small group reading?	Questions
Lincoln	3	coaching	To spend more time working with colleagues to think about ways in which we can use the new resource and our other resources to work in small groups. Also, I would like to talk logistics. (Different levels needing same strategies)	I still want to know how to work with groups when they are reading different books and/or are at different levels.
Lincoln	1		To use the new materials to plan more meaningful instruction	Where does explicit phonics instruction come in? It seems as though WTW are not addressing decoding and kids have huge gaps.
Hanascom	K,1,2,3		I hope to learn more about the role of prompting as an instructional strategy.	Still thinking about applications for my own work
Hanscom	K,1,2,3	I need to defer to teachers on this. But I appreciate you asking the question. Our follow up will need to be differentiated by building and then (through coaching) individualized.	I think we really need to focus on real time for teachers. So they do the F&P...now what? I think it would be beneficial for teachers to see the process modeled from start to finish. With a complicated example - I have a child who is struggling with decoding, fluency, and more higher level comp. What do I do? A model from assessment analysis to planning small group instruction would be helpful.	I'm concerned that teachers left the last session with a question about practicality...how do I do this in practice? It might be interesting to have a start to finish video where they see you analyzing the F&P (or running records) all the way to small group instruction. They might need to see a video or you modeling this by thinking aloud (a true mirror of the actual process). They might need to see that individual targets are reached through differentiated prompts (not everyone in level K has to have the SAME exact need).
Hanscom	K,1,2,3			My role in the building is not a classroom teacher so I'm trying to figure out where I fit in to supporting reading in the building.

Small Group Reading Instruction

Module 1, Session 3 11/18/15

Where?	Gr.	Sessions Today	For the sessions you attended today, how will you use what you have learned in your practice?	For the sessions you attended today, what additional supports or clarification do you need to implement what you learned?	Now that you have completed all 3 sessions of module 1, what was most useful/helpful in your work with students?	Now you have completed all 3 sessions of Module 1, what was least helpful/useful in your work with students?	Was relevant to my needs.	Was structured in a way to facilitate my learning.	Enhanced my understanding of how to provide targeted small group reading instruction.	Enhanced my understanding of how to use formative assessments to determine strengths and weaknesses with regards to accuracy, fluency and comprehension.	Adequately addressed questions I had about small group reading instruction.	What did you think of the structure of multiple sessions on the same topic vs. the model where every district Wednesday is on a different topic?	Please feel free to add any additional comments.
Hanscom Campus	Specialist	Prompting Guide/Small Group Reading	Not much. I teach art, not small group reading. I see kids generally once a week for 45 min.		Not much. The district needed to differentiate these modules so that one actually was relevant to teaching art.		1	2	2	1	2	It has potential	The district needs to address the fact that there are many specialists in the system that require PD that is relevant to their daily teaching. The presenters certainly know their subject and were very thorough and well planned. Just not relevant to my daily teaching life.
Lincoln Campus	Specialist	Prompting Guide/Independent Reading	get more reading in my science program	not sure how to tell reading level of texts I use; not sure how to tell level kids are on	understanding that reading in my science classroom is an important thing for kids to be doing	skills is running records for kids;	2	3	2	2	2	liked the new model of PD and staying with a cross campus group for an extended period of time	not sure all topics were relevant to specialists classes- we could use help in understanding what the what do F & P letters mean and how can I use them in my science enrichment classes; also where can I easily get reading data about our students that I can understand?
Hanscom Campus	1	Prompting Guide/Small Group Reading	Inform and plan my small group reading instruction	I am interested in learning how to include the writing into the small group instruction	Looking at the continuum and prompting guide and seeing how it can be used in real time.	I think it was helpful to look at all of these parts but we have had some prior work in these areas so some parts felt a little repetitive.	3	3	3	4	3	I like having more time on one topic.	Thank you for all of your hard work Judy, Rose and Gwen!
Hanscom Campus	2	Prompting Guide/Small Group Reading	I am thinking about how to ensure that my groups are not static based on the changing needs of my students.	I always find it helpful to see even more models of what small group reading can like look with different goals/learning targets as the focus.	I found the book Reading Strategies helpful and applicable to my own instruction. It is easy to navigate and filled with ideas that I am trying and want to try. I also found all of the videos and examples of actual instruction useful.	I found the real life examples more helpful than the other components of the modules.	2	2	3	3	2	I think it was valuable to focus on the same topic and dig deeply into reading instruction. It felt focused, purposeful, and well-planned.	
Lincoln Campus	K	Small Group Reading/Independent Reading	I will be more directed and strategic with being a guide for students during independent reading	How to better structure my literacy blocks	Sessions 1 and 2, going through Reading Strategies book	Staff meeting follow up last week	3	3	3	3	2	Wonderful idea. I appreciate the greater depth. Less is more!	Very well structured and implemented. Thank you!!
Hanscom Campus		Prompting Guide/Small Group Reading	This will help me further understand the strategies and prompts involved in small group reading	I could use more!	I have a greater understanding of the implementation of small group reading. Prompting guide was also very helpful.		4	4	4	4	4	I liked the modules. It would be nice to dig deeper and do 2 modules instead of 3.	
Lincoln Campus	K	Small Group Reading/Independent Reading	I felt like I got big ideas to help guide/inspire my thinking	Time to apply and use specific resources	Pointing our available resources, reminding what the main/most important goals and foci should be		3	3	3	3	2	I think it make sense and allows for revisiting ideas after giving a chance for application and reflection	
Hanscom Campus	3	Small Group Reading/Independent Reading		I would love to work in a small group with a team of teachers to go through levels and groupings for small groups and discuss some tips or things that have worked.	I liked seeing student work and going through the miscue analysis. I liked that we all received the book and now it is a shared text for us to refer to	I wish we had more discussion time to problem solve scenarios in our classrooms that we need guidance with.	3	2	2	2	2	t was nice to have smaller groups to think through different aspects of reading. It was definitely thought through!	
Hanscom Campus	1	Small Group Reading/Prompting Guide	I will specifically use the prompting guide to inform my small group instruction and specific strategies that students need. I will use the small group lesson format to incorporate a meaningful book introduction, discussion questions, and word work to support my students. I will also increase my running records of my students with miscue analysis to provide important data and information about my students.	I would appreciate an in depth look at the prompting guide and linking specific prompts with strategies.	The most helpful was identifying specific strategies and prompts to help my struggling students. Also completing the self-reflection and how I can improve my small group reading instruction.	Nothing! It was fabulous!	3	3	3	3	3	The sessions focused on the same topic were more cohesive and meaningful. I could really implement many strategies into my classroom right away!	
Lincoln Campus	Specialist	Small Group Reading/Independent Reading	It adds to my background knowledge about literacy teaching and learning. I believe it might help me as I work with teachers comparing teaching math to teaching reading.		I now really believe that having my students reading and writing and speaking and listening in my math groups does really contribute to their literacy learning!	The specificity of working in a small reading group - though interesting - wasn't really all that helpful.	2	3	2	3	3	I appreciate the one topic -	
Lincoln Campus	Specialist	Prompting Guide/Independent Reading	talk to kids about their reading, even briefly can make a difference.	Do kids all know what level they are on?	helping kids to slow down and read for fluency, expression and comprehension	small group reading assessment as I don't do it.	2	3	2	2	3	better	
Hanscom Campus	2	Independent Reading/Small Group Reading	I'll apply it to my classroom organization and instruction.	Not sure yet	Time to work and reflect with colleagues during second session.	Quotes from module leaders - the comments regarding our own learning as adults felt a bit condescending.	3	3	3	3	3	Same topic is better for me, more focused.	Thank you.
Lincoln Campus	2 and 3	Independent Reading/Small Group Reading	I will work on helping my students choose independent reading books at their independent level, not instructional level, and use their interests to help them choose.	I better handle on resources and books in the building that I can draw from when my classroom library is exhausted.	It was great to have an overview of this important topic, even though much of it was known to me already. I was reminded that I need to really focus on specific goals for my students.	nothing!	4	4	4	4	4	So much better this way, since I need time to digest and reflect on new information before being able to discuss or implement any of it.	
Hanscom Campus	K	Prompting Guide/Small Group Reading	Effective ideas to use for small group learning. A refresher of the prompting guide reminded me of the early learning perks of using the guide or incorporating that language into my whole class teaching.	Watching the whole process modeled over 2 days with K students, how do you dig deeper in to comprehension conversations without the meat of the text?	All of it was helpful. It will take some time to process and to effectively use it but in time it will be great.	t was great to practice using msv on f and p but it is not something that will be used regularly for some time. I hope I don't forget! :)	4	4	4	3	4	t was nice to have the continuity and it allowed more time for us to "go deeper".	:)

Small Group Reading Instruction

Module 1, Session 3 11/18/15

Where?	Gr.	Sessions Today	For the sessions you attended today, how will you use what you have learned in your practice?	For the sessions you attended today, what additional supports or clarification do you need to implement what you learned?	Now that you have completed all 3 sessions of module 1, what was most useful/helpful in your work with students?	Now you have completed all 3 sessions of Module 1, what was least helpful/useful in your work with students?	Was relevant to my needs.	Was structured in a way to facilitate my learning.	Enhanced my understanding of how to provide targeted small group reading instruction.	Enhanced my understanding of how to use formative assessments to determine strengths and weaknesses with regards to accuracy, fluency and comprehension.	Adequately addressed questions I had about small group reading instruction.	What did you think of the structure of multiple sessions on the same topic vs. the model where every district Wednesday is on a different topic?	Please feel free to add any additional comments.
Lincoln Campus	3	Independent Reading/Small Group Reading	I will try and revamp my small group work and check in more regularly with my kids about their independent reading	I look forward to looking at some of the resources about whole class strategies on Judy's website.	I liked Rose's presentation on fluency.	I think this is the same as question 6.....	2	3	3	2	3	I had high hopes for this model but I did not come away with as much as I had hoped.	It is important to know your audience - we are all coming off of conferences and it has been a long time since we have had a teacher planning day. Therefore, we are all overwhelmed and consumed with all of the things we have not done or can't do. So, it is hard to be an engaged and willing participant of all of this information because we are all fried. Perhaps if we were less overwhelmed we would have been more eager and willing participants and could have gotten more. It is obvious how much effort and planning went into this - thank you.
Lincoln Campus	2	Small Group Reading/Independent Reading	Adapt my small groups to what they need, more easily	what to do when the strong readers really like the discussion part and how to keep it short	ideas on how to manage sm groups, whole group, individual conferences and word work; being given a new book on strategy ideas	remind us again that we cannot do it all right away	3	3	3	4	3	I liked the multiple on similar topic set-up, but during a very busy season, having "homework" added to stress	
Hanscom Campus	K	Small Group Reading/Prompting Guide	I will remember to give explicit instruction as my book intro and pick one focused skill to use with the prompting guide.	I would love to see this whole process done and modeled more with K students!	Watching videos and seeing examples of this being done with early grades! Having a specific grade 1 and K group was helpful.	Some of the work was targeted towards independent readers. It was hard to complete "homework" and follow up with those activities so early in the year for K.	3	3	4	4	2	It was helpful to focus more on one area, but it was hard to find time to fit in the "homework" when it wasn't always appropriate/ what we would be doing typically at this point in the year.	I understand that it is hard to get on Hanscom campus, but when K teachers don't get out until about 12:50 there is little/ no time for prep/ lunch.
Hanscom Campus	2	Small Group Reading/Independent Reading	More student book discussion time from supported independent reading.	Resources for finding text of student interest, staying current with new publications.	Watching video	Prompting guide discussions, already felt confident using this resource.	3	3	3	3	3	Felt more cohesive.	
Lincoln Campus	2 and 3	Prompting Guide/Small Group Reading	Excited to explore a new resource-the prompting guide	none	highlighting of the resources we have (Continuum Book and prompting) and how they can be used to better instruction. The Reading Strategies Book-thank you!	review of very basic knowledge that I would hope all of my colleagues possess.	2	3	2	3	2	I like this structure but wish the content was at a higher level-differentiated to our levels of expertise.	
Lincoln Campus		Independent Reading/Small Group Reading		How to balance small groups vs independent reading conferences/conversations	Time to plan lessons based on the Reading Strategies book.	Not enough differentiation; I felt as though I had a good amount of prior knowledge. The module was very well planned out and thoughtful, but for K-3 teachers who are doing these things every day we felt there was more we could have discussed/learned.	2	2	2	2	1	Same topic felt good, but more choice in what we want to work on would have been nice.	More time for questions that came up would have been helpful.
Both	Case Load Provider (Special Ed, SLP, ELL)	Prompting Guide/Small Group Reading	I don't teach reading, but I the aspects resonated with me: be selective, don't prompt for every error and link the text to personal experiences and focus on key components and vocabulary.	I don't have the Prompting Guide but would like to look at one.	Learning about the components of teaching reading in general.		2	3	2	2	3	I think 2-3 sessions on one topic works.	
Lincoln Campus	2	Independent Reading/Small Group Reading	Thankfully, I do many things we talked about in today's session! I am hoping to go back and be more thoughtful when introducing books to my small groups.	I'm wondering how to motivate readers who are very unmotivated to participate in independent reading. Those readers who have developed bad habits or who sit and just pretend to read...how do you get them out of that cycle and get them invested in really reading?	I think this last session was most helpful because it gave me time to reflect on my own practice and gave me ideas on how I can go back and adapt my teaching in the coming days.	I think the last helpful was session 2. I know my students well and didn't feel I needed that much time looking at running records.	3	3	3	3	2	I do like focusing on one topic at a time rather than jumping from one to the next.	The only reason I have a Yes, but is because I just have more questions that have come up based on our discussions.
Lincoln Campus	2	Independent Reading/Small Group Reading	I would like to read the suggested texts about building independent reading.	Balancing small group reading with independent reading	The Reading Strategies Book!!	I felt as though I already knew much of what was presented. It was a thoughtful and well planned module (thank you!!). However, I feel as these are my classroom daily routines.	2	2	1	2	1	I love this structure!	
Lincoln Campus	3	Independent Reading/Small Group Reading	I will continue to build a "reading life by providing books at my students independent reading level.	Restructuring the reading block	The Strategy Book	The second module.	1	2	3	2	1	This is a better format; however, the sessions need to be more grade level/span specific. K/2 is very different from 3/4.	Thank you for all your hard work! Your work is appreciated.
Lincoln Campus	1	Prompting Guide/Independent Reading	I will try to be more precise/concise with my language and use the prompting guide.		Having some time to look at/ a reminder that the continuum is ready and available for lesson planning.	So much listening to presentations. There was a lot of passive listening rather than active work. It would be better to spend the vast percentage of the time engaging in lesson planning with the support of the professionals rather than listening to the theory.	2	2	2	2	2	I liked the same topic model a lot better than the previous model.	understand there is no way to meet everyone's variety of needs, but perhaps next year having a listing of what modules could be offered and having people sign up for 3 would be a better way to go. This module was redundant learning for me and did not add much to my repertoire, whereas it was mostly unnecessary for others. Choice in learning is powerful.
Hanscom Campus	K	Independent Reading/Small Group Reading	I really enjoyed both sessions and found the strategies helpful in guiding my pace and management for small group reading. I am excited to work more deeply with student goal setting.	We need more book resources and materials for small group reading instruction.	Module 3. I liked hearing about "the what comes next" and what the small group reading instruction would look like, using the strategies and goals.	Module 3. I liked hearing about "the what comes next" and what the small group reading instruction would look like, using the strategies and goals.	3	3	3	3	3	I liked this model.	Thank you for your hard work.

Small Group Reading Instruction

Module 1, Session 3 11/18/15

Where?	Gr.	Sessions Today	For the sessions you attended today, how will you use what you have learned in your practice?	For the sessions you attended today, what additional supports or clarification do you need to implement what you learned?	Now that you have completed all 3 sessions of module 1, what was most useful/helpful in your work with students?	Now you have completed all 3 sessions of Module 1, what was least helpful/useful in your work with students?	Was relevant to my needs.	Was structured in a way to facilitate my learning.	Enhanced my understanding of how to provide targeted small group reading instruction.	Enhanced my understanding of how to use formative assessments to determine strengths and weaknesses with regards to accuracy, fluency and comprehension.	Adequately addressed questions I had about small group reading instruction.	What did you think of the structure of multiple sessions on the same topic vs. the model where every district Wednesday is on a different topic?	Please feel free to add any additional comments.
Lincoln Campus	3	Independent Reading/Small Group Reading	I will continue to help children build a reading life by providing books access to interesting and appealing books at each child's independent level.	How reading groups look in grade 3.	The Strategies book was helpful	This was a well planned module, but it was the wrong audience. Sorry just being honest.	2	1	1	1	1	It was nice to focus on one topic for an extended time. I just wish we had a voice in what WE wanted to focus on. Not what people THINK we need. I am being honest again but I did not find any of the information valuable.	For upcoming module work, it would be nice for teachers to have a voice in what they want presented to them. I was disappointed that most of the work was review or common sense.
Hanscom Campus	3	Independent Reading/Small Group Reading	I will go back to rethink the structure of my independent reading block with the hope that I will get to more conferencing with my students to ensure they are working at their independent level.	I would like more time to view some of the videos to see reading instruction in practice. I would also like to have grade level copies of some of the books referenced in the independent reading session.	All of the sessions were helpful in refocusing on small group reading instruction and using the data collected to set goals for student reading.	The amount of time felt short and information plentiful! It was challenging to have questions come up and not be able to address them in the moment but I understand why that is so. I think we still struggle with trying to focus on reading when there are so many new initiatives in the district that at the classroom level can feel very overwhelming.	3	3	4	4	3	I enjoyed having the sessions in module form.	
Lincoln Campus	1	Independent Reading/Small Group Reading	The previewing of books and really doing it in depth is a key part of a lesson. Finding ways to better independent reading and make it more effective can always help.	I feel ok, I know I can always find Gwen and Judy when need be.	The strategies book	The initial discussion about reading groups, running records. It is something I have done on a regular basis and met with Gwen about many times. I can see how it might be useful for newer teachers, it just wasn't for me.	2	3	2	2	3	The ability to focus on one area over time is much appreciated.	I feel like this was a great first run through, however, tweaks are needed. This is not a reflection on those who prepared the modules. Their efforts are greatly appreciated. Timing of when modules take place needs adjusting, right after 3 weeks of conferences is tough. I would also advocate for more choice and differentiation in sessions. Allow people to follow their interests within an area. The Ed Camp model might be worth exploring and looking at for future modules.
Lincoln Campus	K	Prompting Guide/Small Group Reading	Develop more strategic plans focused on a common goal for each small group of readers and have effective prompts to focus on instruction	It might be helpful to do some group planning now that we have so many new resources.	Time to synthesize my thinking about small group reading instruction	Everything was helpful on some level.	4	3	4	3	2	I think this is very, very helpful.	I just wish we had more time to digest this. It's so hard to bounce back and forth with conferences and planning for all subject areas, including a new science unit and SEI
Hanscom Campus	3	Prompting Guide/Small Group Reading	Instead of just using the time @ the beginning of reading groups for running records I could use the time to remind students about reading behavior. I'll use strategic prompts from the prompting guide & my reading teacher tool box for targeted instruction.	I'd like to collaborate with team members about the books they're using for small group instruction & about how they've used them. I could use support around planning for word work within my small reading groups. I feel comfortable teaching new vocabulary but could use some updating. Lastly, what was meant in the small reading group session about sharing key reading behaviors?	Using The Reading Startegies book. The introduction had many helpful ideas about using 1 strategy @ a time, pairing visuals with texts, matching right goal with the reader, engagement as the 1st goal, goals with teacher feedback, etc	The only thing that was least helpful was the running record session ONLY because it wasn't long enough. Also, it wasn't helpful to hear that research has shown that students need to be reading for one & a half hours a day at their independent reading level to make progress and feel like I don't have that amount of time espeially if I am small running reading groups, teaching phonics, running readers' & writers' workshop too.	2	2	3	3	2	I liked the structure because it felt like I go go "deeper" with my learning.	It will be good to have building time to work on this further. The management piece is still unclear. Any suggestions about how to use WIN Literacy time to differentiate instruction? Thanks for preparing the profesional development. The exit ticket about sharing what was learned was a good way to share out.
Hanscom Campus	Case Load Provider (Special Ed, SLP, ELL)	Prompting Guide/Small Group Reading	I'll monitor my prompting language for selectivity, brevity, and precision.	None, thank you.	I appreciated the opportunity to explore comprehension questioning as it relates to the F & P	I do almost no work with chapter books. References to this work are the least useful.	3	3	3	3	3	It's helpful to consider topics under study in greater depth.	I do hope workshop providers will be sensitive to time when assigning homework. Our "alphabet soup" of commitments (SEI, IST, CAA, BESTT, CPI, etc.) in addition to daily lesson planning, assessment, mentoring, team meetings, conferences, etc. again, can impact a healthy family life!
Lincoln Campus		Prompting Guide/Small Group Reading										I like the multiple sessions as it gave you time between sessions to reflect on what you had learned and how it informed your instruction.	As it should be, the survey is designed for teachers. I'm wondering if another survey could be designed for feedback from administrative level. Thank you for your informative and well planned sessions.
Both	Case Load Provider (Special Ed, SLP, ELL)	Prompting Guide/Small Group Reading	I will use the language from the F&P prompting and small group reading Rose and Judy discussed/modeled when appropriate with my students.	When I'm in 2nd and 3rd grade classrooms I will probably observe teachers as they prompt/instruct during small group reading	The specific language used, the strategies for fluency, text, etc that I can incorporate with my students. I will also refer to the reading strategies book for strategies I can carry over into my work with students.		3					I prefer the in depth work on one topic	
Hanscom Camus	K	Prompting Guide/Small Group Reading	Hoping to become more familiar with the Prompting Guide language so that I am using the same prompts that they will then hear in 1st grade.	Looking forward to talking/hearing more about the inclusion of writing in the small group instruction at the K level.	Love the new Reading Strategies book!		3	3	3	3	2	Allowed for us to dig a bit deeper on one topic.	Thanks so much for the time, effort, and energy you invested in this PD! We appreciate you!
Hanscom Campus	3	Prompting Guide/Small Group Reading	It was interesting to look at the prompting guide. Although many prompts I have in my toolbox already there were others that I thought could be applied.	I'd love to know more about guided reading with chapter books. I've always found that teaching reading A up to level L much easier to manage. Maybe one day grade 2 and 3 could get together to share ideas of how we manage this?	I find that the professional book that was provided is the most helpful. It's a more user friendly text than others we've received in the pas	I find that analyzing M, S, and V was of course helpful, but I find in grade three that most of my kids struggle with beyond and about the text questions more than accuracy. I'd love to dive in more about comprehension and how to identify weaknesses within this area.	2	3	2	2	2	I thought this structure was a great idea! I prefer it rather than jumping around to different topics. It seems more organized and thoughtful.	