

Element 26 Charter

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What do I do to measure response rates?

Our goal is to cultivate strategies to help more students respond in a variety of ways.

- Establish a contact group
- Google Doc of our schedules, including prep time
- Research strategies
- Peer Review of each other
- Gather data from students as to their participation

Element 26 Meeting 9/19

Element 1

We looked at the self-assessment for element 1 and were stumped with the need for a rubric for every learning goal and how that could be implemented in reality.

We broadened our notion of rubric from a table-like, likert scale to formative assessment. :))

Likely need to look at strategies to beef up formative assessment.

We rated ourselves using Marzano's teacher scales.

<http://www.hwdsb.on.ca/ancasterhigh/files/2010/10/mainidea0809091.pdf>

from *Designing & Teaching Learning Goals & Objectives*

By Robert J. Marzano (Marzano Research Laboratory – Powered by Solution Tree, 2009)

- Can Dr. G provide resources to acquire copies of this text.

Yes, these books have already been ordered. There will be three copies in the building.

Element 26

Write some kind of student survey

topics

equity response rates

if you have an answer to a question and choose not to share it...why?

how do my methods of calling on students encourage your learning?

how do my methods of calling on students discourage your learning?

We rated ourselves using Marzano's teacher scales.

Action Plan

1. Share questions that can be used on the survey
2. Survey will be completed on 10/20
3. We will research strategies to implement
4. To use the Teacher Progress Charts

I'm excited that you have included Peer Observation in your plan. If anyone is in a Goal Implementation year of the evaluation process, you can tie these observations together.

Your survey results should provide direction for #3 in your Action Plan. Remember to ask how you will know that you are making progress. :)

Survey Questions- 10/20

1. How often does your teacher ask for volunteers to participate? (never, occasionally, often, always)
2. How often does your teacher call on students who do not have their hands raised to participate?(never, occasionally, often, always)
3. How often does your teacher request multiple responses to the same question? (never, occasionally, often, always)
4. How often do you volunteer to participate in this class? (never, occasionally, often, always)
5. What factors encourage you to participate in this class? (check all that apply)
 - a. Participating helps me pay attention.
 - b. Testing my ideas helps me learn material.
 - c. I want my ideas to be heard.
 - d. I want to help my classmates understand.
 - e. Participating helps my grade.
 - f. I want my teacher to respect me.
 - g. My teacher's responses encourage me.
6. How often do you want to participate but don't? (never, occasionally, often, always)
7. Class discussions move along? (too slow, just right, too fast)

8. What factors prevent you from participating in this class? (check all that apply)
 - a. Aren't prepared
 - b. Scared to be wrong
 - c. Peer/Social Pressure
 - d. Not paying attention
 - e. Don't see the advantage
 - f. I'm just quiet
 - g. Teacher rarely calls on me
 - h. Teacher does not respond positively when I participate
9. In a full class discussion, how comfortable do you feel asking questions when you do not understand the material in this class? (not at all comfortable, sometimes comfortable, very comfortable)
10. In a small group setting, how comfortable do you feel asking questions when you do not understand the material in this class? (not at all comfortable, sometimes comfortable, very comfortable)
11. What format helps your learning and understanding the most? (lecture, small group discussions, full class discussions, independent work)

Is everyone in this group giving this survey? To all students they teach? How will you compile the results? Ideas for what you will do with the responses?

1/16/15

Ben and Katie administered the survey...Doug, Craig, and Kurt will administer soon.

Ben shared results from his surveys. We honed in on the high response rate of "scared to be wrong" to the prompt "factors that prevent you from participating in class."

We discussed the "self-system" and its impact on response rates.

We read the first two chapters of Peter Johnston's book Opening Minds and discussed its implication on the self-system.

In our next meeting we will share results from our surveys, we feel that likely developing the self-system in our classrooms will change response rates, creating more equity of learning and accountability of learning in our classrooms.