OCDE Project GLAD® Network

May 21, 2018 9:00 – 2:00

ESD171 in Wenatchee

In attendance: Jody Bader, Bridget Dale, Laura Hevland, Erica Rodriquez, Nadya Bush, Thomas Romero, Cindi Lolos, Frances Nielson, Brandice Alejo, Kathy Anderson, Shanna Brooks, Annie Douglas, Sally Dueweke, Lynn Frey, Terri Goveia, Cheryl Harrel, April Harris, Jennifer Hammer, Denise McVey, Sue Metzler, Erica Rodriquez, Jaki Shrauger, Elizabeth Urmenita, Cailtin Walters, Theresa Boone, Elizabeth Muir

Welcome inclusion activity

* Jody brought the meeting to order and reviewed the day’s agenda
* The inclusion activity was name/district/what are you doing this summer?
* To gain access to the shared Google drive folder, please email Christine Champie Christine.Champie@esd105.org

9:30

Strategy Focus – Going Deeper

* Jody presented 4 levels of the Inquiry Chart. Based on a TPEP-GLAD rubric she created. The rubric handout has been put in the Google drive, as well as a sample rubric for the Pictorial that she presented at WABE. These sample rubrics are working documents, please feel free the revise as necessary for your use.
* Observation/Inquiry Chart
	+ Level 1 = unsatisfactory KWL chart
	+ Level 2= basic 2 column chart
	+ Level 3= proficient 80-100% fidelity
	+ Level 4= distinguished 100% fidelity
		- Observation charts include realia or technology
		- W & H questions using language frames
		- SBA connections: evidence, source, research, cite/citing
		- 5 ways to process Inquiry Chart
			1. Language: grammar, pronouns/nouns, etc.
			2. True/not true or not studied (NS)
			3. Extending information
			4. Answer questions and include student generated questions
			5. Citing sources
		- Primary language Inquiry Chart
		- SBA Vocabulary resources
			1. [ELA Construct relevant Vocabulary](https://portal.smarterbalanced.org/library/en/ela-construct-relevant-vocabulary.pdf)
			2. [Math Construct Relevant Vocabulary](https://ct.portal.airast.org/core/fileparse.php/51/urlt/Math-Construct-Relevant-Vocabulary.pdf)

10:10

Strategy Focus - Lesser Known Strategy

* Bridget presented the lesser known strategy Memory Bank
* Memory Bank (page 224 in Learning Guide)
* Considerations:
	+ Promotes active listening, note taking and metacognition for students
	+ Used during direct instruction (5th grade and up)
	+ Used with any type of text or content
	+ Introduce to secondary teachers as an active engagement strategy
	+ SBA: use in conjunction with Interim Assessment Blocks (RL, RI, Listening)

10:30

Problem of Practice

* Shanna lead a discussion about two problems of practice that would occur during a demo. She introduced the process to be used for the discussion. Table groups discussed each topic in turn and reported out ideas from their conversation that was recorded on chart paper.

Engaging teachers from outside the demo grade level/content

* Provide teachers with an outline of strategies (agenda/team tasks)
* Use a variety of content and grade levels at 2-day
* Bring in a content specific (HS) teacher who uses GLAD® to get “cred”
* Be transparent about your own (or lack thereof) expertise
* Honor the expertise in the room
* Encourage feedback and collaboration
* Afternoon stations/focus groups
* Be proactive about placement of teachers in demos
* Provide grade level/content follow-up coaching

Preparing for afternoon implementation

* Know who is coming and have resources ready for them
* Have participants share out of what they are planning on working on
* Email participants prior with: camera, flash drive, content materials, attire, etc.
* Preview of team task/agenda
* School specific data if possible
* “How to” guides for creating materials/charts (Annie Douglas)
* Be explicit about backward planning/process grid
* Strategy Flow Chart (Thomas)
* Collaborative planning pages (Bridget/Jody)
* Work stations for creating materials

11:15

Using [SBA Item Specifications](http://www.smarterbalanced.org/assessments/development/) in Math Pictorials (pictures and templates are in Google Drive)

* Nadya lead a discussion with chart artifacts how she has supported teachers through using input strategies to practice SBA item specifications in math. She walked us through several examples.
* Use data\* to determine need (\*SBA summative or interim target reports)
* Have 1-3 problems per chart based on SBA Item specs or math curriculum resource
* Use Learning Log and Listen and sketch after processing chart
* Learning Log may become a formative assessment
* Additional resources: [Sample Items Website](http://sampleitems.smarterbalanced.org/)

12:25

Nuts & Bolts

Contact list sharing

* Jody brought up a request from a trainer to gain access to our contact list and elicited thoughts from the group about giving permission to share their contact information or not. After group discussion, Thomas Romero made the motion and Laura Hevland seconded that:
	+ The distribution list will not be shared for privacy reasons
	+ All inquiries should go through either the chair (Jody Bader) or co-chair (Bridget Dale) and they will pass any messages along to members or gain their permission to share their contact info.
	+ In the future Jody will use bcc: to send emails to the group to keep emails addresses private.
	+ The motion passed unanimously

Data and Efficacy

* Bridget discussed evidence that BeGLAD is working in Washington State and, based on recent events, be aware BeGLAD has provided districts in Washington with misleading information that falsely suggests OCDE Project GLAD(R) does not have data to demonstrate to our efficacy.  Please forward any information pertaining to BeGLAD to NTC.
* Bridget and Jody discussed the idea of adding to our group’s goals next year to work on a “product” (ppt. slides, document, etc) that communicates the OCDE Project GLAD® impact and accolades to positively combat any negative and false statements made about OCDE Project GLAD(R). Our efforts may include:
	+ Collected data from participating Teachers/districts
	+ Current research; both foundational and current. Communicate updates to our model for 21c skills, etc.
	+ Thomas Romero motioned and Nadya Bush seconded that we add this to our goals for next year and continue to work on this. The motion carried unanimously.

Leadership Nominations

* Bridget and Jody lead the discussion of changing the SIG leadership next year and explained that our group needs to come up with a process how to do that. It is up to us.
	+ There will be 3 positions open for nominations at our fall meeting in Central Valley. The positions are a 2 year commitment
		- Co-Chair
		- Secretary
		- Treasurer
	+ Trainers are eligible for leadership positions
		- Criteria and time commitments need to be created and delivered to members prior to Fall meeting
	+ Trainers nominate other trainers, but anyone can vote.
	+ You may self-nominate
	+ Please check with the member prior to nominating them
	+ Bridget will create a Google form for nominations and bio data. The nomination period will be between our fall meeting on September 29 and our winter meeting on Feb 4. At the February meeting the nominees need to be present to speak.
	+ Voting will be open electronically via a Google form from Feb 5 thru the first day of WABE, April 26. Members may also vote in person using a paper ballot on the first day of WABE. Results will be announced the last day of WABE, presumably at the annual business meeting.
* NTC Updates
	+ After all Tier I trainings email a spreadsheet of participants to NTC Project GLAD®. Email to Susan Dunkin
	+ The spreadsheet template is in Google Drive
	+ There is also a materials Fee of $25.00 per participant due for each newly trained person in Tier IV trainings, and each person outside a district for Agency Trainers
* GLAD ®/Dual Language Institute Nov 30-Dec 1
	+ Our fall institute will be hosted by the OCDE Project GLAD® and Dual Language SIGs. It will be at the Vancouver Hilton and Conference Center.
	+ Jody is currently taking suggestions for possible workshop presenters. If you are interested please contact her ASAP.
	+ Registration information will be available in August.
	+ Free for first presenter
* Next Meeting
	+ Saturday, September 29, 2018
	+ Central Valley School District, Spokane Valley, WA
	+ We worked on a skeleton draft agenda for our first two meetings that include:
	+ Strategy Focus: Comparative Input Chart (Sept)
	+ Lesser Known Strategy: DRTA & Guess My Category (Sept)
	+ Lesser Known: Found Poetry and ABC Book (Feb)
	+ Move Problems of Practice to the afternoon if the topic is trainer specific: Follow up ideas for teachers: Making time to plan for GLAD and time to implement GLAD (Sept); Ideas how to structure follow up (Feb). These ideas may be appropriate for a morning slot for everyone to discuss.
	+ We may have a full enough schedule with all the nominations/voting next year that we won’t do a learning corner for the next 1-2 meetings. TBD
	+ Jody and Bridget discussed the ongoing tech problems we’ve been having with all our remote meetings. We may decide to forego having people Zoom in. It also continues to depend on the capabilities of the host site. This decision TBD.