GLAD SIG

February 4, 2020, Seattle WA

In attendance: Jody Bader, Sara Martinez, Heather Craggs, Elizabeth Urmenita, Teresa Boone, Nicole Shimizu, Tricia Cecil, Kristine Gooding, Emily Lee, Melissa Sargent, Alexandra McElwee,

Welcome:

Jody brought the meeting to order at 9:00. Introduced Teresa, Elizabeth, and Nicole as the meeting organizers as well as Kathy and Terri as new co-chairs.

Teresa lead the group in an inclusion activity “If you were a GLAD strategy which one would you be?”

Learning Corner – Cognitive Load

Heather shared information about Cognitive Load as it relates to teaching primary students.

* We started having participants introduce themselves and state what they know about pre-operational learners.
* Heather made the point that this age is the hardest for us to connect to because their developmental level is the farthest away from us. Problem solving for them is a mind shift that we don’t consider often as adults.
* She defined pre-operational learners as they learn by doing and play, the adult needs to set up structures that are play based but have the outcome you want. Egocentrism – the world revolves around them. They also don’t understand what’s real. Their concept of real and pretend is limited. Their impulse control is limited and they need to move and interact.
* Operational – ages 7 1/2 -9. The child can now consider the needs of others.
* She introduced cognitive load – designing learning experiences. CL theory – you only have 30 seconds of working memory and then have to do something with the information.
* She asked what factors actually result in change?: 40% internal factors, 30% quality of relationship, 15% hope, 15% intervention strategy.
* She showed video examples of teachers teaching and we talked about “How do we Rescue?” and “How do we Challenge?” We noticed that the teacher was doing most of the talking. The person doing most of the talking is the person with the cognitive load.
* Whenever you are doing a small group get to the individual work as fast as you can. This gives them a chance to implement what you are teaching.
* CL means the amount of mental resources used in working memory to perform various tasks. Total cognitive load is intrinsic load + extraneous load + germane load
* Germane – devoted to processing information, constructing and automating schemas
* Increase working memory to give practice opportunities
* Bringing CLT into context for GLAD. What are some ways GLAD strategies support the learning process? 10/2s, numbered heads, heads back together, chants to find academic vocabulary, t-graph for social skills, unit sequence, processing charts for meaning,

Expert Groups

* Heather did a cognitive load experiment with 1st graders doing expert groups. She put the text of the book they were reading in the form of an expert group. Did the expert group process first, then the students were more successful when reading the text independently.
* Embed the content of the curriculum. When using the same text that they will see in their readers is the focus is on the reading. Instead of the picture walk, she introduces the characters. She tries to stick with character and action during highlighting.

Interactive Journals

* Heather described a few Kindergarten phonics strategies, such as ABC book, that she does that turn into literacy strategies that are on the walls.
* The process for journals in K. Heather and Jody tried this in a Kindergarten demo. After the whole class group frame strips were in the pocket chart and Heather needed time to plan her teaching points for revising, Jody directed the teachers to pick a student to read journals with. We were practicing putting the cognitive load on the student so, the teachers weren’t allowed to do any of the reading or tracking, rather they needed to use the resources in the room to help the student read their own journal and write/sketch back to us.

Found Poetry

* Nicole shared information about Found Poetry
* She started by surveying the audience who has and has not done it. She made the point that she does it a bit different in practice than what is in the learning guide.
* The group discussed the traditional way of doing the strategy, as well as a modification for reading clunker words. Stay true to the learning target.
* Tip: date in the same color that she’s using to process. Different color on a different day.

ABC Book

* Elizabeth shared information about ABC book
* Done in K-2
* For building taxonomy based on the letters of the alphabet
* With older students there’s power in using it too. You don’t necessarily have to start with letter A. Each letter will have its page, but you don’t have to do them in order. For example, you may model with letter E because ecosystem was your CCD word that day. Then the directions in team tasks would be to do a certain number of pages with letters. You can call it A to Z book in older grades, or Alliteration book – create 3 words per page to make meaning.
* She made the point to stay true to the learning target.
* We went through how to do the strategy.
* Emily shared she has done this with 2nd-3rd. She appreciated that we went further.
* Heather talked about using it for phonics instruction, underlining certain spelling patterns within words.

Nuts and Bolts

* Kathy brought up the point that right now our SIG has a google folder for sharing and she proposes we do google team drive instead.
* The difference is the ownership. In a team drive everyone has ownership and with various settings people could be assigned different levels of participation.
* The group decided to table this discussion and bring it up again for a decision at the annual business meeting at WABE.

Problems of Practice - Disrupted Learning

* Jody framed the conversation of disrupted learning by having participants read an article ahead of time. A disrupted learning environment is a classroom in which there is so much trauma and behavior issues that not a lot of teaching occurs. Learning is disrupted. She asked the group if they had ever encountered a disrupted learning environment in a demo, and how did they handle it in order to get through their daily agendas? The group brainstormed ideas.
* Letting teachers know the reality of pacing and goals for the training and that we won’t get to everything as we would
* Getting host teacher involved watching for escalating students and sitting in proximity
* Take away shame and blame for teachers. They feel shamed and blamed when it comes to the behavior of their students. Labeling that we are all dealing with behaviors and we're going to work through it together.
* Be honest with teachers that GLAD is not a panacea for behavior or reversing trauma.
* Tiered systems of supports. GLAD is Tier I support through t-graph, interdependence, etc.
* Finding out about students ahead of time and choosing appropriate classes for demos
* Not being afraid to exclude certain students. Some sped students maybe won’t participate in demo. This is different than how we were trained as trainers, but we all felt that times have changed.
* Leave out certain strategies and go over them with the teachers in the afternoon
* Meeting students before the demo week if possible. Form relationships.
* Important to do Journals day 1
* Tweak the unit to the perspective of students
* Be out with students in the morning meeting them
* Share the teaching/coaching just like in certification
* Honoring participation as much as they can. Understand the difference between if they Want vs. Can’t

NTC Updates

* Nicole Chavez joined us remotely and conveyed appreciation for our SIG work
* She shared several NTC updates and her power point. Please see attached.
* Nadya asked for more information about Next Gen GLAD. Nicole described barriers and future goals about scaling that program to the wider trainer community. It covers 10 of the 56 GLAD strategies in a 3 non-consecutive day training.
* NTC also mentioned development of new programs GLAD in Español and perhaps multilingual GLAD in the future. NTC is looking to partner with trainers who speak different languages.

Looking Forward

* Teresa and Elizabeth finished out the meeting with dates that are coming up
* WABE conference is April 23-25 in Bellevue
* Our SIG annual business meeting will be Friday, April 24 at 5:00. At that time we will discuss what next year’s schedule might be.
* Jody adjourned the meeting at 2:00.