

Discussion questions for VIDEO 1 - Analyzing Student Work: Kindergarten

SECTION 1

1:1 Grade level meeting: School Wide Goals

What is your impression of the very beginning of this grade level meeting?

2 main points your group came up with:

1. _____

2. _____

1:2 Grade level meeting: Indicators

Have you ever been in a grade level meeting that did the sort of thing depicted in this segment? If yes, was it a beneficial activity? If no, do you think this is a useful way to spend grade level meeting time? Explain your answers.

2 main points your group came up with:

1. _____

2. _____

1:3 Grade level meeting: Analysis of learning trends

What is your impression of the quality of the discussion? What would you say about the teachers' level of professionalism (or anything else you think is pertinent)?

2 main points your group came up with:

1. _____
 2. _____
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1:4 Grade level meeting: Examples of student work

Based on what you've seen so far, what is your impression of the kind of early literacy program the school has for its largely ELL population? How would you describe it? Do you approve/disapprove? Give reasons for your answers.

2 main points your group came up with:

1. _____
2. _____

SECTION 2

2:5 Teachers discuss: How did it happen?

What is your impression of the explanations the teachers offer for how their grade level came to function in this way? Explain your answer.

2 main points your group came up with:

1. _____

2. _____

2:6 Teachers discuss: Impact in the classroom

Have you ever taught in a school where grade level or other meetings have had a strong, positive impact on your classroom practice? If yes, give an example. If no, why do you think not?

2 main points your group came up with:

1. _____

2. _____

2:7 Teachers discuss: Advice to teachers and principals

What is your opinion of the advice offered by the teachers?

2 main points your group came up with:

1. _____

2. _____

2:8 Teachers discuss: Changes in Kindergarten Achievement

Have you ever been in a situation where teachers conscientiously listen to each other and systematically make changes/improvements in their classroom practice? Should teachers do this sort of thing? What are the pros and cons?

2 main points your group came up with:

1. _____

2. _____

SECTION 3

3:9 Classrooms: Ms. Quezada's and Ms. Estline's classrooms

What is your impression of the children from these very brief snippets? Is it what you expect when you see/hear the demographic characteristics of the school?

2 main points your group came up with:

1. _____

2. _____

3:10 Classrooms: More extensive visits

a) What is your impression of what is going on in these classrooms? Is it appropriate? Why/why not?

b) Do you think the grade level meetings and the "AALT process" have had an impact on the classrooms? Explain your answer.

2 main points your group came up with:

1. _____

2. _____

SECTION 4

4:11 Academic Achievement Leadership Team (AALT): Purpose

What is your opinion of the purpose of this meeting, as set out by the principal?

2 main points your group came up with:

1. _____

2. _____

4:12 Academic Achievement Leadership Team (AALT): Grade Level Representatives Report

What is your impression of what the 1st- and 3rd- grade teachers report concerning their respective grade levels? Does it seem consistent with what you saw when you watched the K team earlier in earlier clips?

2 main points your group came up with:

1. _____

2. _____

Section 4:13 Academic Achievement Leadership Team (AALT): Kindergarten Report

After having seen clips of K meetings, K classrooms, and K teachers describing what they are doing and how it is working, does the version reported by the K representative seem accurate or is it misleading in any way? How would you alter her version of the story (if at all)?

2 main points your group came up with:

1. _____
 2. _____
-

Section 4:14 Academic Achievement Leadership Team (AALT): Cross-Grade

What do you think about these last statements concerning cross-grade articulation? Is more cross-grade articulation better than less? Are there any downsides to it?

2 main points your group came up with:

1. _____
2. _____

Section 5:15 The GR Consultant: "Something that stuck out in your mind..."

What do you think of the suggestion Bill makes to the AALT members? Is it, for example, important, consequential, trivial, inappropriate.... Some other characterization you would use? Explain.

2 main points your group came up with:

1. _____
2. _____

Section 5:16 The GR Consultant: Year-Long Achievement Data

How important is the assistance Bill is lending to the AALT in this segment? Would you say it's critical? Important or useful but not critical? Not particularly important or useful? Explain.

2 main points your group came up with:

1. _____
2. _____

Section 5:17 The GR Consultant: Help in Interpreting the Data

Same question as previous segment: How important is the assistance Bill is lending to the AALT in this segment? Would you say it's critical? Important or useful but not critical? Not particularly important or useful? Explain.

2 main points your group came up with:

1. _____
2. _____

Section 5:18 The GR Consultant: Guidelines to Present the Data

Same question as previous segment: How important is the assistance Bill is lending to the AALT in this segment? Would you say it's critical? Important or useful but not critical? Not particularly important or useful? Explain.

2 main points your group came up with:

1. _____
2. _____

Section 5:19 The GR Consultant: The overall concept

What do you think of the point Bill makes here, that if you tell people too much ahead of time, it might not make sense and could just be confusing? Explain. In a situation such as this, where you are trying to introduce new procedures to improve teaching and learning, how do you decide how much to explain and when?

2 main points your group came up with:

1. _____
2. _____

Section 5:20 The GR Consultant: Why are they waiting months later?

The teacher in this segment says his grade level colleagues would have more buy-in to the process if there were a shorter turn-around time to receive the assessment results. Bill suggests that teachers don't need to wait--they can start looking at the results themselves. What's your opinion of this exchange?

2 main points your group came up with:

1. _____
2. _____

Section 5:21 The GR Consultant: Too much testing going on?

IS there too much testing going on in schools today? Might the Getting Results process you've seen depicted here just make things worse? Explain.

2 main points your group came up with:

1. _____

2. _____

Section 5:22 The GR Consultant: Display of Anchor Papers

What do you think of the display and the binder Bill shows that demonstrate "the continuum that's at play here?" Is this something that could be assembled at most any school? Or does it have to be provided by someone, such as an external consultant or a publisher? Explain your answers.

2 main points your group came up with:

1. _____

2. _____

Section 5:23 The GR Consultant: Importance of Follow Up

Now that you've seen clips showing Bill's role as the GR consultant, what's your assessment of how necessary it is to have someone who does what Bill does? Will most schools need this degree of hands-on, on-site consultation? Or could schools implement the Getting Results "process" without someone like Bill attending and helping to facilitate AALT meetings, meeting with the principal, and generally becoming very familiar with the school's curriculum, instruction, and particular issues and challenges?

2 main points your group came up with:

1. _____

2. _____