

## SECTION 5

### 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. \_\_\_\_\_