

HANFORD ELEMENTARY SCHOOL DISTRICT NEW TEACHER INDUCTION PROGRAM FEEDBACK REPORT

Tracking ID	Goal	Name	Date
LPP-20		Planning with Purpose	10-19-20

Demographic Information

Participant Status by Teaching Level	Number	Percentage
All Participants	11	
Multiple Responses	0	0.00%
No Response	0	0.00%
Candidate TK-2	0	0.00%
Candidate 3-5	5	45.45%
Candidate 6-8	2	18.18%
Candidate PE/Art/Band/SDC-RSP	4	36.36%

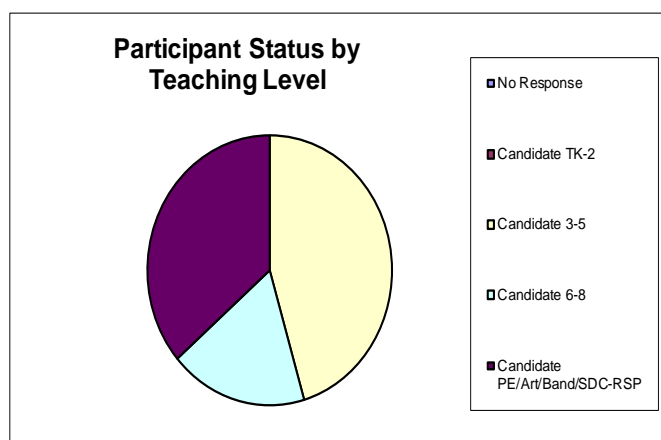
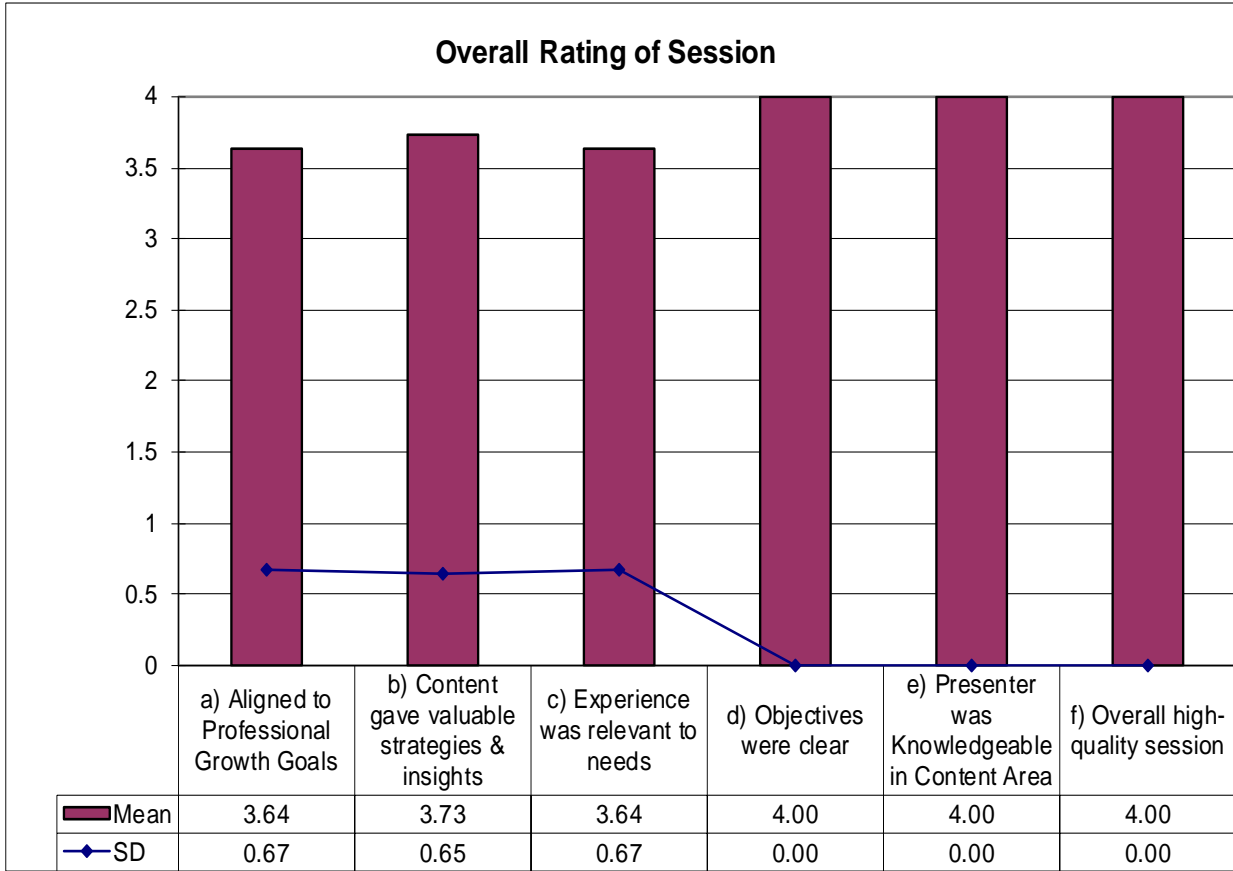
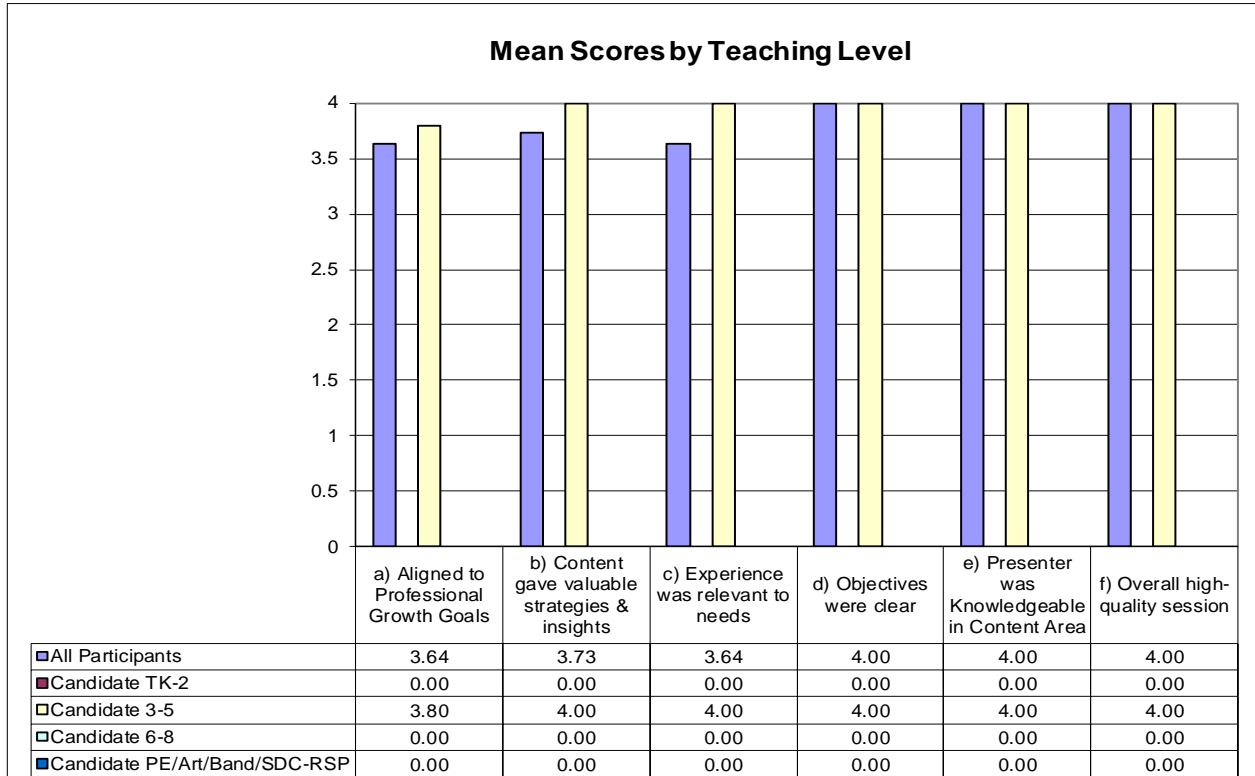


Table of Responses

Questions	Frequency				Mean	SD
	1	2	3	4		
a) Aligned to Professional Growth Goals	0.00%	9.09%	18.18%	72.73%	3.64	0.67
b) Content gave valuable strategies & insights	0.00%	9.09%	9.09%	81.82%	3.73	0.65
c) Experience was relevant to needs	0.00%	9.09%	18.18%	72.73%	3.64	0.67
d) Objectives were clear	0.00%	0.00%	0.00%	100.00%	4.00	0.00
e) Presenter was Knowledgeable in Content Area	0.00%	0.00%	0.00%	100.00%	4.00	0.00
f) Overall high-quality session	0.00%	0.00%	0.00%	100.00%	4.00	0.00



Disaggregated Responses



Qualitative Question Results

What are the key learnings you will take away from this experience?

- As is it hard to apply this to TK-6 PE I do want to take this into the future for middle school PE for next year. But giving students ideas for how to write or even just to add a cross curricular learning experience in PE for my future students.
- I like the way the speaker addressed the need to "bribe" students in different ways to engage in writing. I resonated with her comparison to Peleton; people and students alike are motivated by a variety of things and it is important to appeal to the different types of students in your class.
- I saw some great activities to use for the different writing genres. I saw some different rubrics that I could use as well. I learned that I need to not grade my low students writing with the same expectations as my high students in the beginning.
- I took a few key ideas away from this experience. It is important to take baby steps when starting a new unit. I will need to build up the fundamental basics before they tackle the final task. It is good to "chunk" these basics together and keep them slowly moving towards their goal. It is okay if student's are not getting the perfect score and celebrate small victories. After the unit, assess what students need to improve on and adjust the teaching accordingly. I would also like to make sure that the standards are intertwined to all lessons!
- Multiple ways to engage students in writing, how to assess their work, and what mini lessons to teach based on what they struggle most on.
- My key learnings are creating clear expectations for each mini lesson I plan to teach along with grading students based on the skill previously taught. I like the scaffolded approach to writing vs. all or nothing.
- Overall way to plan any lesson and remembering that any growth is something to celebrate. Taking baby steps is okay.
- The big thing I took away from this was to "trick" students or not to rely on the transitional essay format, but to have students produce writing in other forms and formats. I also learned a lot when she broke down the rubric and planning process.
- The key learnings that I learned is how to plan using the standards and how to drive instruction after receiving the work of the kids. I really like the whole idea of making a list of things that could be done into lessons and narrowing them down to the most important skills that students need to know. I also liked how after looking at student work you can get an idea on what things you can teach next based on the gaps that the students have. I also learned about the importance of having a rubric and grading students on a rubric. It is also important to celebrate the students in the small gains that they make even if they are not at grade level. The goal is to get student excited about the learning even if they are not where we want them to be.
- There must be a buy-in for students. It has to be fun or rewarding for students to participate in writing. One of the most effective ways to ensure that students "buy in" to writing is by offering different ways for students to present their knowledge (brochures, postcards, flip-grids, infomercials, comic books, movie poster, reader's theater, etc.)
- This NTN has caused me to think of new ways to receive student comprehension through typed responses/ projects.

How will I apply what I have learned?

- Having the different ideas for giving students to write a by making a script for a infomercial and shoot the infomercial using a students friendly app or to create a brochure to give out information on the units that I will be teaching to them.
- I am going to be looking at key points in the standards and picking out points for lessons.

- I plan to apply what I have learned by having students begin using these alternative supports to essay writing. During informational writing units, I plan to have students design brochures/postcards and create bottle biographies. During argumentative writing units, I plan to have students do flip-grids and create picket signs. During narrative writing units, create a comic book, storybook, or a movie poster.
- I plan to provide feedback based on where the the student is at in their own writing to bring them one skill closer to reaching grade level.
- I will allow students to express their writing in multiple ways. For example, instead of just making them write a 5 paragraph essay, they can also make a brochure, postcard, infomercial, etc. This is a great way to engage students in writing!
- I will apply what I have learned by "tricking" students into doing work. Students can show there understanding in a variety of ways such as having them create a brochure instead of having them write a five paragraph essay. With the brochure, students would still be doing the same amount of work, but it will be more fun for them to share their information with a brochure than an essay. I also want to include celebrations with my students and telling them "thanks for your mistakes" so that they are okay with making mistakes and see that we will often make mistakes that will help us learn from them.
- I will apply what I have learned by moving away from those traditional essay formats. I also loved the real-time interactive writers notebook that was shared. I liked that it was something accessible and a tool to hold my students accountable AND a tool for formative assessments.
- I will start to break down the music standards into key words. I will then turn these key words into lessons so that the students are not missing any information moving on. I will also look for "fun alternatives" to otherwise traditional assignments. Example: Instead of using note reading exercises from a book, I will have the students write their own short musical piece. This will reinforce their note reading skills in a different perspective and it might motivate a different student audience.
- I will start utilizing some of the writing activities that were presented to me today. I want to make a basic rubric that I can use to grade my students current narratives. Then I would make that rubric more detailed as the genres changed and the students progressed.
- I will think of strategies and ways to implement this into my PE lessons and think of ways to motivate my students to engage and participate in physical education. Whether it's because they will do better on FitnessGram, or they will "be healthier" if they participate, or giving them the opportunity to "win" in an activity. Each student is motivated differently and I will try and figure out what works best for my classes as a whole.
- I will try to develop strategies that allow students to create projects based on the knowledge they learn from PE.

What follow-up assistance would be helpful to you?

- Any other Writing resources that are a must-have for teachers
- I am unsure of what follow-up assistance would be helpful to me at this time, but I will contact Leslie should I have any questions.
- I like the idea of having an NTN like this in reading and math.
- I plan to contact Leslie if I have any further questions.
- I think the PowerPoint provided is a very helpful follow up. It came with examples/sample work, blank templates, and descriptive walk-throughs. Maybe a couple more resources from other examples and other professionals in the field might help. She also offered for follow up emails, which is great!

- I would love another planning session with her. I was so intrigued and "wowed!" I would like another go at it to really refine these strategies. I would also love to see this in action, and possibly across other subjects.
- It would be great to have Ms. Griffith back to give us what she does in all the subject areas! I really enjoyed having her as a presenter. She was very insightful and energetic!!
- Lesson planning and engagement activities for PE.
- Sharing of resources, which was provided.
- Since I haven't been able to use teams I think it would be nice to get a refresher or guide on how to make the notebooks and stuff that students can write on and that the teacher can leave comments on would be great.
- Writing CER's for science!

Additional comments...

- I loved this presentation! Thank you so much!
- Leslie was absolutely amazing. I hope that she is able to present at future NTN's!
- LOVED this! All the shared strategies, documents and planning strategies. I thought everything she Leslie said was something that you could almost immediately implement. I also really appreciated how she made herself available if we have questions.
- Ms. Griffith was so amazing!! I learned a lot and she has inspired me to do more engaging activities with the students. She really made me think about how I can "trick" students to do the classwork!
- The Presenter was awesome! I really like how real she was with not always getting students to a "4" and that any progress should be looked at as a win. I thought it was very eye opening and reassuring on being a new teacher.

Response List:

First Name	Last Name
Eric	Amaral
Scott	Baldwin
Sally	Calderon
Jacob	Donabedian
Kristy	Kairis
Laura	McCarty
Karina	Ramirez-Padilla
Roxana	Rodriguez
Mariah	Romero
Jamee	Serrato
kyle	Smith