

HANFORD ELEMENTARY SCHOOL DISTRICT NEW TEACHER INDUCTION PROGRAM FEEDBACK REPORT

Tracking ID	Goal	Name	Date
RM-20		Reading for Meaning	10-15-20

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	1	9.09%
Candidate 3-5	7	63.64%
Candidate 6-8	2	18.18%
Candidate PE/Art/Band/SDC-RSP	1	9.09%

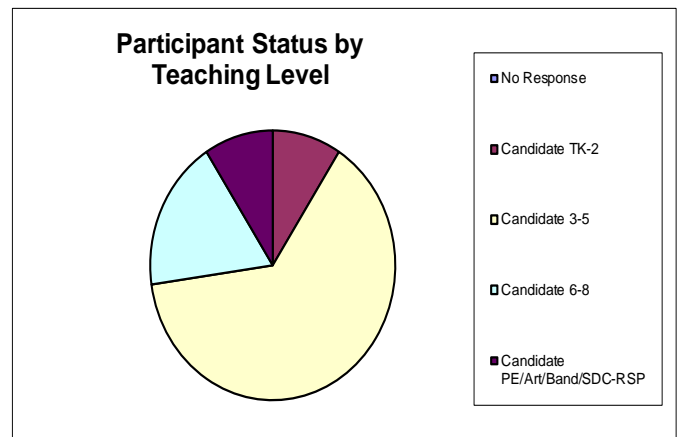
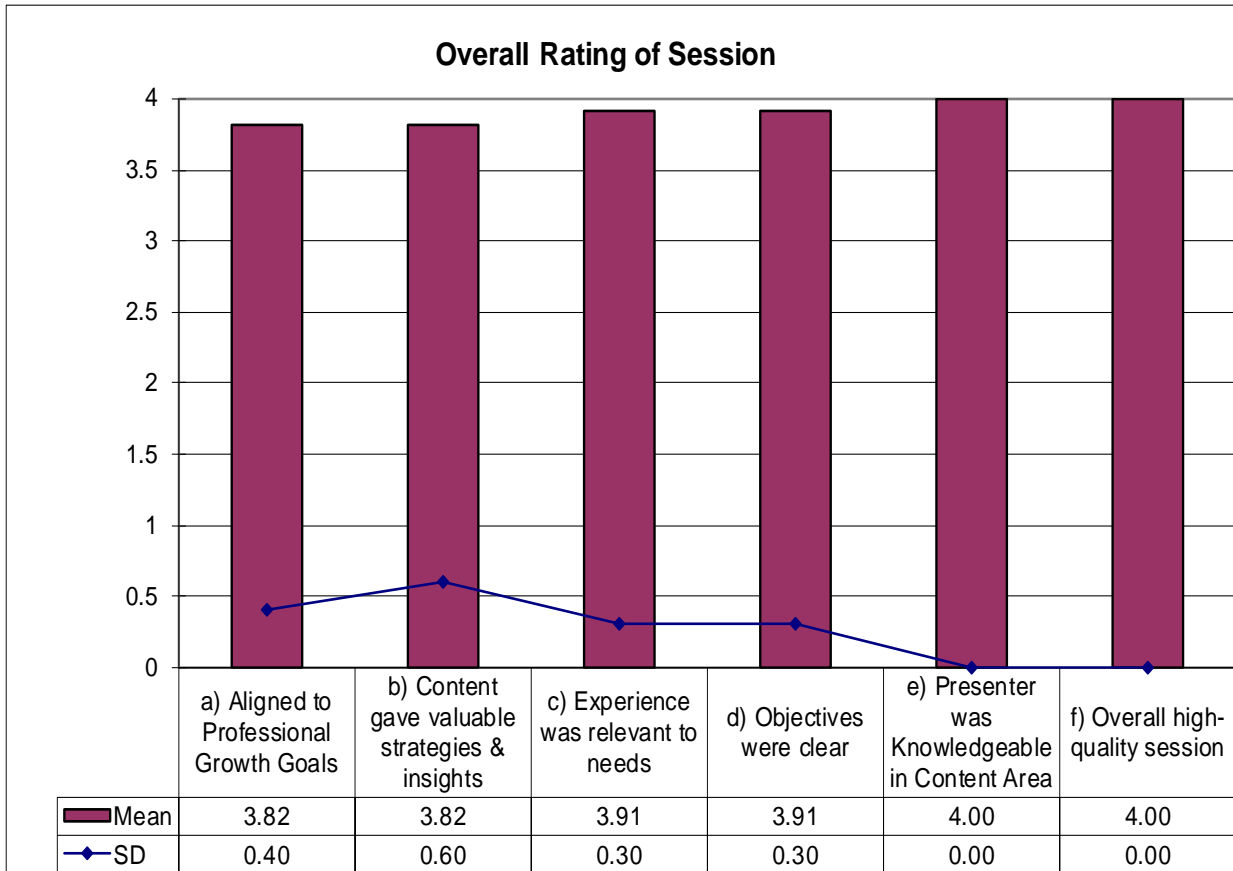
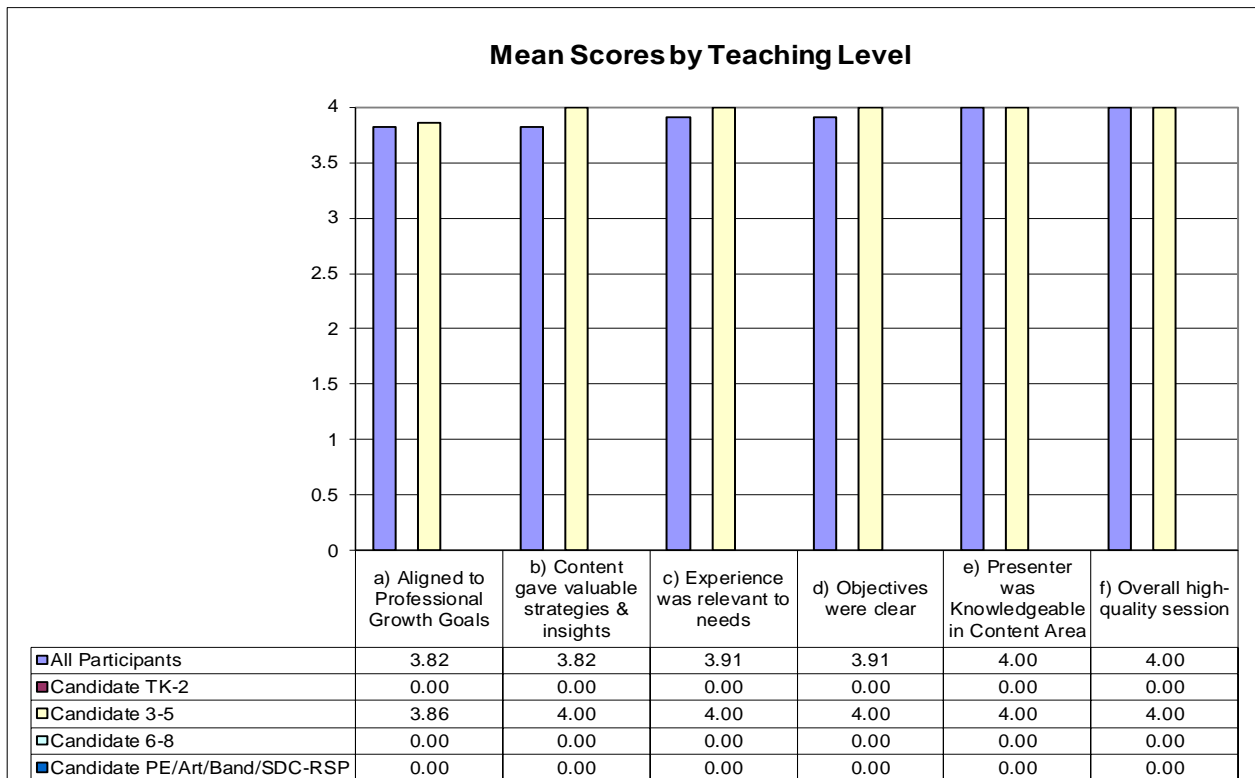


Table of Responses

Questions	Frequency				Mean	SD
	1	2	3	4		
a) Aligned to Professional Growth Goals	0.00%	0.00%	18.18%	81.82%	3.82	0.40
b) Content gave valuable strategies & insights	0.00%	9.09%	0.00%	90.91%	3.82	0.60
c) Experience was relevant to needs	0.00%	0.00%	9.09%	90.91%	3.91	0.30
d) Objectives were clear	0.00%	0.00%	9.09%	90.91%	3.91	0.30
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?

- "Work in progress equals learning in progress". Dr. Gallegos said so many things that resonated with me but that quote is really sticking out to me because as I get overwhelmed during distance learning it is good to be reminded that I am always going to be a learner and that is the best thing I can be for my students. Learning and growing is crucial not just for them but for me as well. Also, to keep persevering and modeling what it means to have grit for my students when they feel overwhelmed.
- 1. Different strategies to help students with decoding and comprehension 2. How to group students into reading groups
- Allow the students to know what kinds of questions you will be asking when reading so that they know what to look for in order to be more transparent and have the students more prepared.
- I have learned how to direct my reading instruction to best support my students.
- I learned many insightful things during this NTN. One of the biggest thing that I will take away from this experience is to give students purpose for note taking. In order to prepare for this I, as the teacher, need to read the text multiple times to plan for questions that will take students to think deeper about the text. Another thing that I learned is that it takes time for students to gain the skills that you want them to get. It will take about 3 to 5 months of grit learning for it to become easier for students. Also, I learned about how to hold students accountable for doing the reading and thinking by using rubrics.
- I really like how Carol gave us resources that can guide us to help kids with participation in reading. Reassurance that it will take time was also just a good reminder that students will get it.
- Relationships are essential for helping students learn Must consider your timing (in person and remotely) Keep students involved Do not accept "I don't know" -- teacher must explain the first time, model, etc. The second time, teacher must ask them what is next at each point to help hold students accountable Lesson: 1 I Do, 3 We Do's, 1 You Do Must have meaningful note-taking -- be upfront with the questions you will ask of them to help set them up for success while reading, must set a purpose for notetaking Students cannot make the inferences w/o background knowledge Must be concrete, especially in remote learning
- -Specify lessons -Set objectives -Understand student needs
- The biggest thing I took away from this experience is to give students the opportunity to develop their ideas and to be transparent with students about what they should be looking for in a text (presenting them the questions beforehand). I also took away from this that you need to choose texts that are meaningful to you but that also provide students with clear teachable moments.
- The key learnings i am taking away is the importance of background knowledge for reading comprehension and scaffolding ideas for struggling readers. Another key take-away is creating mini lessons for every type of question you expect you students to answer and persevering through the learning process.
- There are two key learnings that I will take away from this experience. Making connections with our students is crucial, so when it comes to a read aloud or whole class read, make sure to chose a text that students will show interest in. It is wise to chose text that students can see themselves in. Also, before reading a piece of text, make sure to set a purpose for notetaking before students start reading. Make sure to determine key questions first before assigning the text.

How will I apply what I have learned?

- Hopefully by addressing the three areas listed in question 4!
- I plan to give explicit expectations of reading by presenting the questions prior to reading and creating game play for the class to show they see evidence in the text to support their response to a question. I also plan to categorize question types to help the class with exposure to a question type as well as building their confidence as a learner. All and all I plan to be more intentional with my lesson planning.
- I will apply giving students those thinking minutes immediately, it is a strategy that can be implemented in all academic areas. It is also something that is so simple but can also often be forgotten. I also will apply choosing texts that are meaningful to be but also have teachable moments for my students to develop skills such as key details.
- I will apply what I have learned by being conscious about what questions I am asking students while reading. I will also read texts multiple times to formulate deeper thinking questions instead of using recall questions. Also, I will teach students how to note take and giving students the tools that they need so that they can make inferences later on.
- I will be asking the questions at times before reading or prep for questions while we do a picture walk before reading a story.
- I will begin to tell my students What they are looking for specifically in the text we are reading so they may annotate accurately.
- I will look into the resources and read more books that my students are familiar with.
- I will make sure to chose just right books for whole class and for read alouds. These will be books that my students have an interest in, or books that they can relate to culturally. Also, I will make sure to state clear expectations when assigning text to my students. I will set a purpose for notetaking and determine what the questions are first, so that students are not confused as to what they are supposed to be thinking about when reading.
- I will use this information to help me as I plan and deliver reading instruction/lessons both through distance learning and in the classroom.
- Must continue to build relationships w/students -- never set them up for failure (having a students who cannot read a certain thing read it aloud, will burn bridges) Must continue to pace appropriately, offering time for thinking/moving breaks and student involvement Begin incorporating 3 We Do's rather than one Begin meaningful note-taking with students Help students develop their background knowledge w/each topic of a text that they encounter
- Using strategies like posing questions before reading a text and giving ample background knowledge are things I can apply immediately to my lessons to give equity to my students.

What follow-up assistance would be helpful to you?

- 1. Resources/texts that I could use in my classroom 2. Model a lesson with my students
- I believe the resources provided during our NTN session is a great place to start and the links imbedded in our pacing guide. If I have further questions, I plan to reach out to Carol for further support.
- I would be interested in lesson planning ideas and support. I would also be interested in seeing lessons modeled for me in reading.
- I would like to know what kind of activities I would be able to use with my grade level through a distance learning frame or in person.
- I would like to know where to find the documents Carol was talking about towards the end of the video. I was trying to navigate the portal to find the reading support documents.

- I would love to see this in action, observing a class's reading time or having someone demonstrate with my students. Personally I like to see how these implementations look in a class or even in a planning session.
- It would be good to learn how to help students "catch up" to grade level reading and how to teach those skills in engaging ways.
- It would be incredibly helpful if we could receive of Ms. Gallegos's slides and rubrics for group/partner discussions, etc.

Additional comments...

- Carol is amazing and very knowledgably. I appreciate she gives us manageable strategies that are parallel with the distance learning structure. I would love to have more PD's or NTN's with her!
- Great presentation! Learned so much!! Thank you.
- I loved this session. I feel empowered and ready to dive in with my class.
- Mrs. Gallegos is AMAZING! I have grown so much by being able to learn from her; starting in 2nd grade, until now! Every time I am able to get professional development with her, I am left with a wealth of knowledge that I can implement immediately in my classroom. She shares information and strategies that are relevant and I feel at ease when she shares her experiences (especially when things do not go as planned) because it helps tame the inadequacies that I feel being a new teacher.
- Very resourceful! I enjoyed the presentation.

Response List:

First Name	Last Name
Scott	Baldwin
Jennifer	Carrillo
Kristy	Kairis
Laura	McCarty
Anna	Moreno
Karina	Ramirez
Roxana	Rodriguez
Mariah	Romero
Elizabeth	Sanchez
Cory	Stewart
Mario	Tafolla