

Bill Rexford

From: Bill Rexford
Sent: Wednesday, February 10, 2010 3:29 PM
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Cc:
Subject: Weekend 3
Attachments: How to sign on to Web Lessons.ppt; Leeson Lecture Invitation Wknd 3.pdf

Dear Teachers,

We have a great workshop planned for Feb 19 and 20. This email is a just a gentle reminder to:

- 1) Order your sub
- 2) Complete the short online survey/reflection on backwards design.
<http://teachamericanhistory.us/participants/cohort-1/survey/>
- 3) As you complete the reading for the upcoming workshop, please log in to web lessons and give the discussion questions a look. Kevin, Janet and I will look through the discussion to help shape the questions for our book talk on Friday morning.
- 4) Please bring the updated draft of your backward design lesson plan to Weekend 3 Workshop. We will discuss these in groups.
- 5) Below are the PD survey results and recommendations compiled by RMC with the Project's response to them (in highlighted yellow).

Finally, I have attached an invitation to the lecture you may forward to your colleagues/principals/loved ones. Sue Leeson is a special person and people need to hear what she has to say. I look forward to another great workshop. Please email/call me with questions.

Thanks,

Bill

RECOMMENDATIONS: Based on the results from the professional development survey RMC Research recommends the following:

- Provide book discussion questions along with the reading assignment; start the book discussion in small groups and then move to a larger group discussion; divide the book discussion groups according to grade level; offer an overview of the themes in the reading to assist teachers who did not complete

the reading or fully understand it; ensure that the book discussion revolves around complex, thought-provoking questions; and dedicate more time to the discussion.

Yes, the reading was a slog and for that I am sorry. He is such a great speaker I had hoped that his book would be as engaging as he is. I would love to provide more discussion time for books. The snowstorm cut into our book time. We did start in small groups for the book discussion – each teacher made an appointment for a different discussion question and then we talked about it as a larger group. The questions were designed to be answered by those who had difficulty with the reading, but even then the questions probably just served as a reminder that the book reading was difficult. I also like the idea suggested to use themes. We will work the themes into the online course.

- Consider involving teachers in the book selections to increase the likelihood of teachers completing the reading.

Unfortunately, this cannot happen. We are committed for reading for the year and if we deviated I assume we would do poorly on the post test. Project Coaches will help with book selection next year and I have created a schedule for that happen.

- Announce the focus of each group's lesson plan to the entire group to encourage more collaboration among all participants during the small group sessions.

Good idea and so easy to do. Thanks to whoever wrote this comment.

- Promote the project website to assure that teachers report using the website at least weekly on future surveys.

We will see what happens here – all web lessons access for the online PD is through the web page and then any content is posted back on web page. We will continue to monitor this feedback closely.

- Add to the project website (a) links to resources on a social bookmarking web service and (b) one comprehensive document that includes requirements and deadlines for project participation.

I will add a calendar feature and work with Garret on this. This is very important to me. The cohort page currently lists all requirements for upcoming workshops and will direct teachers to this page again at our next workshop. I will also create a one page post that can be printed out and kept handy for what is due and expected for the remainder of the year.

- Help teachers locate free, interactive resources for classroom activities; experts to present content in their classes; and primary source documents.

We will post these as they become available and known to us.

Review the lesson plans on the project website to ensure that all plans are high quality.

- We will continue to do this and try to make sure that we do not “clutter” the project web page.

- Examine WebLessons to determine whether there are sections designed for teachers' grade levels and provide access to the language arts and science content offered by WebLessons to allow integration with history curriculum. If this is not possible, provide teachers with resources other than WebLessons to meet this need.

WebLessons are sorted by grade level. Unfortunately, we are not going to ask Web Lessons for anything more. WebLessons gave us permission to access their entire social science lessons. Originally the agreement was for access to only History content. WebLessons is available for further training on an as need basis, and this I will make known at the next workshop. Teachers can individually work with Weblessons to make the most of this resource.

- Consider incorporating into future workshops content related to central Oregon history, Native American culture, earlier native Oregonians (prior to 1700), the Lewis & Clark Trail, and the Oregon Trail.

The workshops are set for this year and we will hit some of those content areas, but not all of them. We will work with project coaches to plan scope and sequence for next year.

Finally, we will:

Add 3 Creeks Brewery to Restaurant List

Continental Breakfast on Saturday (still keep lunch)

Decaf Coffee

Bill Rexford

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F) 541-549-4051

H) 541-549-8079

C) 203-231-3435 (best after hours)

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