

Exit Survey for Making Connections To Standards:  
Institute for Secondary Social Studies & Science Teachers

Tacoma Professional Development Center

January 10, 2015

13 Responses

1. Identify how true the statements below are for you. [I can use (or know how to support teachers in using) the Common Core literacy supporting standards in my unit and daily lesson planning.  
Very True – 4 responses  
True – 5 responses  
Somewhat True – 4 responses
2. Identify how true the statements below are for you. [I can assess (or know how to support teachers in assessing) student learning using the Common Core literacy supporting standards.  
Very True – 3 responses  
True – 3 responses  
Somewhat True – 6 responses  
False – 1 response
3. Identify how true the statements below are for you. [I can use (or know how to support teachers in using) the NGSS/WA social studies standards in my unit and daily lesson planning.  
Very True – 3 responses  
True – 5 responses  
Somewhat True – 4 responses  
False – 1 response
4. Identify how true the statements below are for you. [I can assess (or know how to support teachers in assessing) student learning using NGSS/WA social studies standards.  
Very True – 31 response  
True – 9 responses  
Somewhat True – 2 responses  
False – 1 response
5. Identify how true the statements below are for you. [I use (or know how to support teachers in using) resources & strategies to frequently engage students in quality student talk that results in meaning making.  
Very True – 4 response  
True – 7 responses  
Somewhat True – 2 responses
6. What are 3 facts that stood out from the workshops today?

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| <ol style="list-style-type: none"><li>1. Text to talk</li><li>2. Socratic videos</li></ol> |
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3. The modeling of the workshops
<ol style="list-style-type: none"> <li>1. good SS breakout</li> <li>2. liked the wingman strategy with assessment</li> <li>3. enjoyed learning about additional leadership opportunities</li> </ol>
<ol style="list-style-type: none"> <li>1. Socratic lessons can work</li> <li>2. I am not the only one lost.</li> <li>3. I enjoyed the sharing.</li> </ol>
<ol style="list-style-type: none"> <li>1. Students need to talk to learn.</li> <li>2. Students need many opportunities to collaborate</li> <li>3. Don't ask for a final product until you have given them that chance.</li> </ol>
1. Student discourse
<ol style="list-style-type: none"> <li>1. Lots of strategies</li> <li>2. Lots of thinking</li> <li>3. Lots of activities</li> </ol>
<ol style="list-style-type: none"> <li>1. socratic seminar</li> <li>2. incorporate CCSS into CBA</li> <li>3. give every student a voice</li> </ol>
<ol style="list-style-type: none"> <li>1. useful theory to practice</li> <li>2. info on wascd</li> <li>3. social studies connection</li> </ol>
<ol style="list-style-type: none"> <li>1. Socratic seminars</li> <li>2. New ways for students to get info from texts</li> <li>3. Quite a few things that I will bring back to my class</li> </ol>
<ol style="list-style-type: none"> <li>1. Integrated curriculum is important for the whole child.</li> <li>2. Information offered can be used in other content areas.</li> <li>3. There is a lot of information to consider.</li> </ol>
<ol style="list-style-type: none"> <li>1. Supporting the whole child.</li> <li>2. Influential organizations that care about students.</li> <li>3. Connection to the standards is key to increasing student achievement.</li> </ol>
<ol style="list-style-type: none"> <li>1. Methods</li> <li>2. mcgraw hill resources</li> <li>3. brain brake</li> </ol>
<ol style="list-style-type: none"> <li>1. ascd is under utilized resource</li> <li>2. ccs is really old news with a new title</li> <li>3. brain breaks web site</li> </ol>

7. What are 2 things you learned during the institute?

<ol style="list-style-type: none"> <li>1. Academic discourse</li> <li>2. A/B partner activitye</li> </ol>
<ol style="list-style-type: none"> <li>1. How to connect CBAs to learning standards, received better definition and assessing of Wingman strategy</li> </ol>
<ol style="list-style-type: none"> <li>1. I can do this.</li> <li>2. I enjoyed the woekshop.</li> </ol>
<ol style="list-style-type: none"> <li>1. Ways to implement Socratic method</li> <li>2. Ways to adapat current science lessons to meet NGSS</li> </ol>
<ol style="list-style-type: none"> <li>1. Strategies for engaging students in literacy strategies.</li> <li>2. Resources for NGSS.</li> </ol>

<ol style="list-style-type: none"> <li>1. How to modify Cornell notes</li> <li>2. How to engage students deeper</li> <li>3. How to talk to text</li> </ol>
<ol style="list-style-type: none"> <li>1. good socratic stuff</li> <li>2. whole child</li> </ol>
<ol style="list-style-type: none"> <li>1. Adjustments to my Socratic Seminars</li> <li>2. New ways to monitor student academic dialogue</li> </ol>
<ol style="list-style-type: none"> <li>1. dialectical journal</li> <li>2. the causes of the revolutionary war</li> </ol>
<ol style="list-style-type: none"> <li>1. Marking the text</li> <li>2. Instructional strategies.</li> </ol>
<ol style="list-style-type: none"> <li>1. to appreciate the individual, partner, small group and large group processes</li> </ol>
<ol style="list-style-type: none"> <li>1. focused cornell notes on essential questions and how to create simply.</li> <li>2. dialectal journal was an awesome idea. cant wait to try</li> </ol>

8. What is one question you still have about "Making Connections to Standards"?

How do I use stems when I use text to talk?
Connecting daily learning targets - more information
I need more instructions.
I would love to have a shortened "cheat sheet" of the CCSS for math and ELA as a quick reference.
My responsibility in Science for Common Core.
Will CCSS ever be fully integrated into the EALRS
where to find more
I would still like more content-specific information for Social Studies. For example, working with the Common Core scope and sequence for specific grade levels.
How often are instructional strategies used within a unit?
I need to familiarize myself with the standards more.

9. In terms of process & professional development design, what are 2 good things about today?

The small groups the modeling by the presenters
Learned a little of what is happening in Tacoma and other parts of the state Deeper information on Academic discourse
Engaging & learned new things
Love the way you let us try out the strategies. The focus on science/ssstudies, ie the content was not so broad.
Food :-) Well prepared presentations.
Variety of learning PLC
Good resources to take back to class Good activities to take back to class

Connections to content and theory to practice relevance
Relevant information Little "edu-speak"
collaboration with other professionals lunch was provided
Lesson planning. Use of individual/partner/class time
learn by doing seasoned professionals are our teachers great food
Increase in personal belief that i could successfully implement a sor. sem. Liked the fact ss/sci split out for content specific ideas etc.

10. In terms of process & professional development design, what are 2 things you wish would have been different about today?

More time for discussing at tables To have more participants here
Less time of academic discourse, even though it did have quite a bit of information More time for SS breakout session
Would have liked the breakouts to be all day.
Starting on time.
More streamlined and more info about rollout of CCSS
Video worked
Very happy with the workshop
The day of the week was a little inconvenient
Scaffolding and proper equipping students for success.
More time.
No suggestions... flow was good . a bit more movement in afternoon

11. What additional professional development (PD) offerings might you or your colleagues be interested in? (Select your top 5)

Instructional & assessment strategies to support ELLs, Flipping your classroom, Smarter Balance Assessments (SBAC)
Instructional & assessment strategies to support ELLs, How to create integrated curriculum maps, Designing standards-based units and lessons, Standards-based syllabus design, Leading as a teacher, Smarter Balance Assessments (SBAC)
Instructional & assessment strategies to support ELLs, Instructional & assessment strategies to support students who are highly capable, How to create integrated curriculum maps, Standards-based syllabus design
Instructional & assessment strategies to support students who are highly capable, How to create integrated curriculum maps, Designing and using classroom-based assessments aligned to standards, Response to Intervention/Multi-Tiered supports, Literacy across subjects

Instructional & assessment strategies to support ELLs, Standards-based grading, Leading as a teacher, Flipping your classroom, Engaging the unengaged students, How to unpack standards

Instructional & assessment strategies to support ELLs, How to create integrated curriculum maps, Designing, and measuring the impact of, high quality professional development, Designing and using classroom-based assessments aligned to standards, Blended learning

Instructional & assessment strategies to support ELLs, Instructional & assessment strategies to support students who are highly capable, Standards-based grading, Designing standards-based units and lessons, Designing and using classroom-based assessments aligned to standards

Instructional & assessment strategies to support students who are highly capable, How to create integrated curriculum maps, Designing, and measuring the impact of, high quality professional development, Leading as a teacher, Blended learning, Special education: Making push-in supports a reality

How to create integrated curriculum maps, Designing standards-based units and lessons, Designing and using classroom-based assessments aligned to standards, Engaging the unengaged students, Literacy across subjects, Leveraging informational text, What's different with Common Core (CCSS)?, Smarter Balance Assessments (SBAC)

Instructional & assessment strategies to support ELLs, Instructional & assessment strategies to support students who are highly capable, Standards-based grading, Designing standards-based units and lessons, Standards-based syllabus design, Designing and using classroom-based assessments aligned to standards, Leading as a teacher, Blended learning, Flipping your classroom, Response to Intervention/Multi-Tiered supports, Engaging the unengaged students, Literacy across subjects, Leveraging informational text, How to unpack standards, Smarter Balance Assessments (SBAC)

Leading as a teacher

Instructional & assessment strategies to support ELLs, Instructional & assessment strategies to support students who are highly capable, Standards-based grading, Designing standards-based units and lessons, Standards-based syllabus design, Designing, and measuring the impact of, high quality professional development, Designing and using classroom-based assessments aligned to standards, Leading as a teacher, Blended learning, Measuring change: Supporting teachers through implementation, Response to Intervention/Multi-Tiered supports, Engaging the unengaged students, Literacy across subjects, Leveraging informational text, What's different with Common Core (CCSS)?, What's different with Next Gen Science Standards (NGSS)?, How to unpack standards

Standards-based grading, Designing standards-based units and lessons, Designing and using classroom-based assessments aligned to standards, Leading as a teacher, Flipping your classroom, Engaging the unengaged students, How to unpack standards, Smarter Balance Assessments (SBAC)