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Week 2 Readings

Spencer ch. 2

- process for problem solving, planning, decision making
- geared to business setting
- Technology of Participations (TOP) Workshop method
- group based process
- creative, organizational, evaluative (reflective)

steps) 1) Context 2) brainstorming 3) Order 4) Name 5) evaluate
 ↳ leader facilitated

Spencer ch. 7

- TOP strategic planning
- developing common mission in organization, actionable plans, flexible plans

Steps 1) Practical vision 2) Underlying contradictions
 3) Strategic direction 4) Systematic actions
 5) Carry out actions

- business setting
- uses TOP workshop at each stage

reminds field diagrams

Wingsglass

- School reform failures: are related to accounting for individual stakeholders - feelings about interventions
- constructivist listening → process of sensemaking to find common ground in school reform
 - encourages expression of feelings, personal understanding, creativity
 - This reminded me of the critical friend groups from the school reform initiative and the protocols

AR - strong project proposal

- Action vs. outcome → different but related. What are my ideas explaining here?
- future goals → is it repeatable
- complexity → multiple stakeholders, variables, locations or knowledge
- personal investment
- does AR address the issue. → is it appropriate level of
- do I have control over the action → not already done or underway
- evaluation is possible
- background info available or accessible to me
- fits scope of ~~AR~~ is possible in given time constraints.

What will it be? → framework

The ~~AR~~ situation is related to my work. I have several situations that I think could be better. I am not sure how best to seek given the scope aspects or the repetitive aspects of the research.

The one big idea is a ~~AR~~ of the two curriculums. The stakeholder list is very long here and the time frame extends to years. Given the progress of course proposals etc... stakeholders include parents... so on.

Also replicability is an issue. Carrying up for a curriculum would not a cyclic thing. We would want to make a plan and do it for a while and then we would need to be sure it is a good idea.

This brings me back to ~~AR~~ curriculum changes that make I could implement. I read my class in a way that is more student centered. More student choice and discussion based. It is this an application of what I announced in ~~AR~~

Weissglas

- express feelings to make meaning, reduce stress
- build empathy, compassion for others
- Dyad → take turns listening for no amount of time, listener does not add to talker's statement
 - warning, time limits 2-5, 10
- support groups or "critical friends group"!!! → not constructivist talkers groups
 - rotate leader (picks topics)
- * Subjective realities are central to the success of a change. Dyads could be a method to deal with these subjective realities.
- * "Talking and expressing matters about experiences facilitates the construction of new meanings and reduces the influences of past experiences on present actions"
- tool for empowerment, develop schools as communities.

finds

- separation between theory and practice
- advocating for the field, discourse not common in PBL in the field → higher ed.
- action research occurs at practitioner level
- Project Engage → community-based research funded by NERCAT
- praxis → transfer knowledge from outside learning for practitioners

Overview

- overview of PBL → ill-defined problems, learner is involved
- "Working when the learner is the one to work deeply to create meaning and understanding" (Wiggins and McTighe 1998)
- "shape content in ways that help students make sense of it through inquiry and application" (Wiggins and McTighe)
- great quote from Wiggins and McTighe
 - Read this!!
- article distinguishes "real" PBL from other teaching methods that use problems
- "approaching problems" vs "solving problems"
- 10 steps pg. 3-32 of article

Schumack Ch. 3/4

- PBL = required for growth: the local teams asking "What are we doing? what are we doing? which is effective or ineffective? where do we want to go? how do we plan to get there?"

Proactive vs. Reactive PBL

- Proactive - action leads
- Reactive - looking back at an action
- All cyclic - seems to be able to flow from one to the other

Tools

- Questionnaires/Surveys → see pg. 42-47 for details
- Interviews → group sizes range one-on-one → focus groups → formal vs. informal
- Observations → participant
 - mediated or direct
 - structured observation - look for something specific
- Documents

Framework

Support is seen as an on going discussion in staff meetings. The program supports many cases of ~~the~~ academic struggle that is mainly connected to mental health. Dan is overwhelmed and the staff/students lean on him heavily. Support is an existing governance committee that provides a quiet work space. Tutoring is a mainstream program that provides academic and executive functioning help. Plus support/tutoring & a new variation on all of those with also the support of Dan a mental health support at close hand. The goal is to improve our response to the diverse needs of the struggling S&S students.

Some just need a place to work quietly. Some need deliberate intervention. Some need a staff approach others will need a firm response. The key question is can offsite intervention meet the diverse needs of the population & to the simplest form S&S faculty could provide the same support but with the close relationships that we develop because we are in the same space and the shared community. What is the preemptive research? Timeline is an issue group that it will occur until Sept 2017. Before, planning and the recruitment all could/should occur now.

- Liz
- works in school for deaf
- working towards becoming a transition specialist for students on IEPs
- goal is to have a program such that on the last day of "school" (transition program) is the same as their first day of "work" / ~~work~~ "out-school IEP"
- students can receive services until 22
- School in Framingham → students are from all over the state (some out of state)
- Challenge because internships/jobs are local to Framingham → when students "transition" they find themselves very far away from ~~their~~ their transition experience
- Liz and others are finding that many former students do not stick with the work ~~work~~ that they transition to after the program
- Her project is in this area but it still is being defined

Good stuff

- I articulated my project as I currently see it.

Buddy meeting freewrite

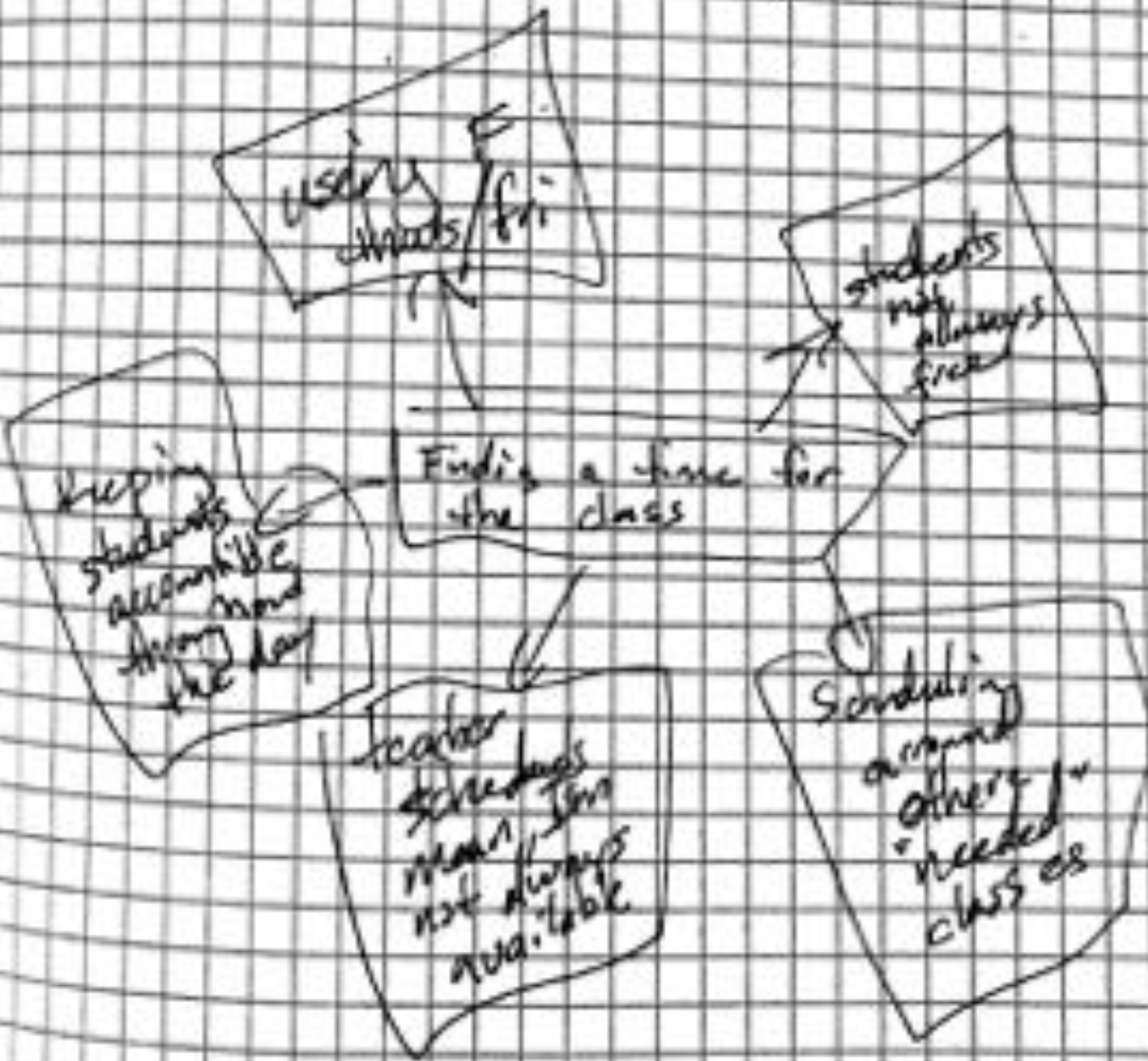
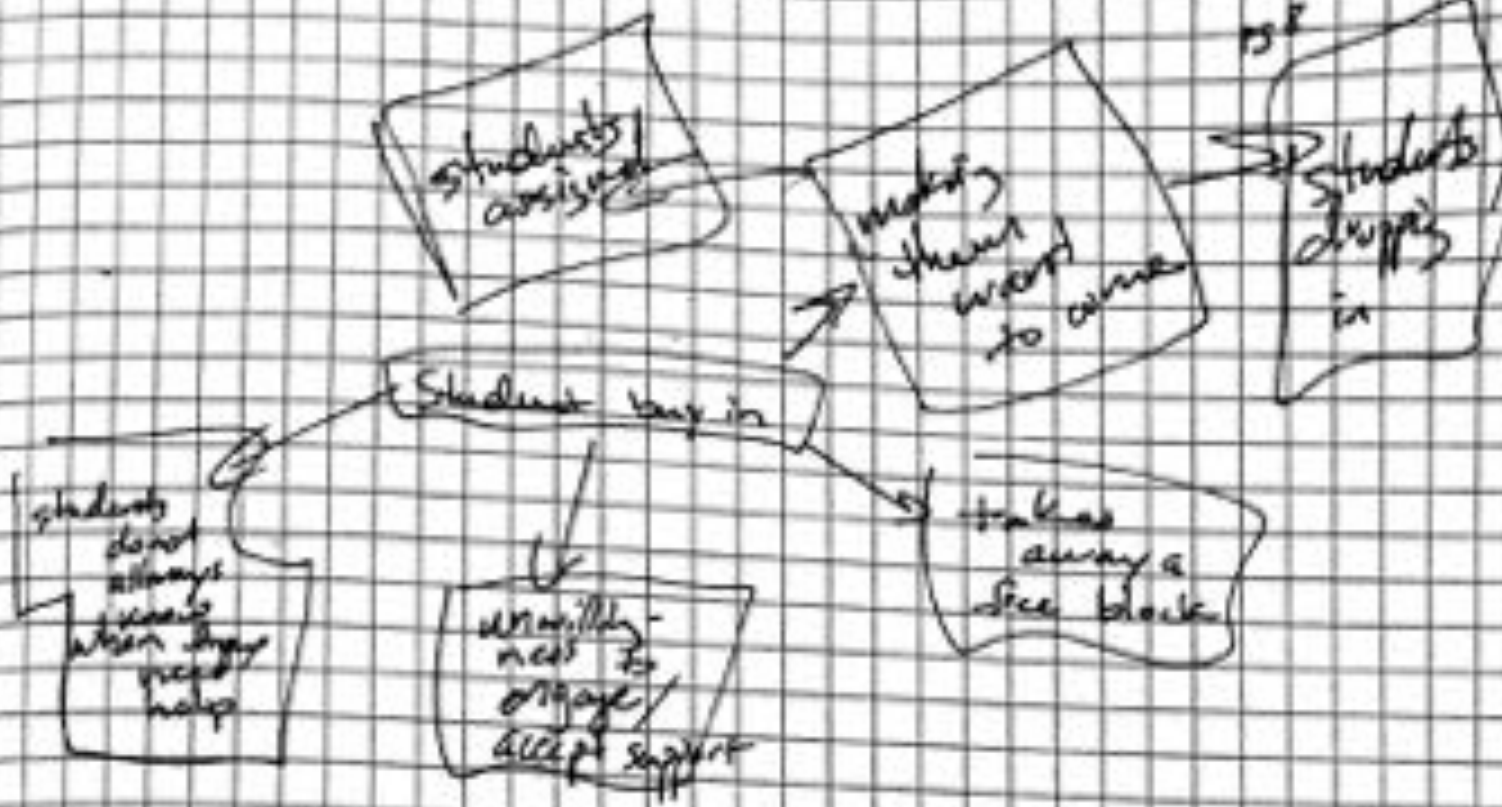
Initial meeting was a "get to know you and your professional situation" meeting. I found it interesting to verbalize my project. It was clear that I needed to spend some time establishing the context for my proposal. People need to have a view of my school, the programs and the pros/cons of each to start to see why the project is important. Speaking about this raised important aspects of how, even by people familiar with DHS and SWS will need to be brought up to speed to see what I've been doing. The aspect of convincing people is key to my project, so articulating it clearly and convincingly will be important to its success/existence.

Problem finding activity class 2/23/17

Problems related to project

- Who will replace Jan in the advisory program?
- moving my 2 FTE upstairs
- designing the classroom or practice routines
- supporting Jan in his support of the novel ready kids
- ~~Anthony~~ Anthony/Hal buy in to the idea
- SWS staff buy in
- clarifying the need - what are the varied supports?
- when will it be in the day
- Student buy in
- integration into existing SWS structures
- Joanne support
- do we have 10-12 kids, will mainstream be allowed
- Is scheduling an issue, getting all the kids to have the same block??





math who will support calc?

coordinating
using GWS members
for support

academic supports

teaching to
kids to use
resources

executive
functioning
supports

What are the varied
supports?
How do we do this?

↓
directly

WATH

drop-in
just time

enforcement

teachers
sent to
tutorial by
teacher

what if they
actually have
a big
need?

communication
structure

and Dan

supporting
the "specials"

GWS student
perceptions
of BTS
Math department

teaching
students
to build
relationships
w/ maintain
teachers

communication
structure

GWS staff
relationship
to math
department

Info Pan

use of F-bank

Integration into SWS structures

tapping into the existing fee are a learning community, students helping students

seeking information from review process

seeking information from community committee?

How does this inform the SWS tutorial?

does this shape us at all?

quest policies

who is doing this, under what circumstances?

Making sense of problems

Priority → generating support in multiple places. SWS, School-
with, from students
→ determining the supports we will put into place
and why → who is this for?

- Planning and carrying out the SWS ^{tutorial} support does is exciting. It is work I want to do and know that there is a need for.
- generating the support ~~needs~~ sounds easy in some areas of the school and ensuring it others. Not surprisingly people close to the programs will ~~understand~~ quickly. Others within the school will need context. What is my pitch? The key seems to be Dan be less the ear of all the people I'd rather not talk ~~to~~ to.

New dimension - managing the actual class will ~~require~~ require specific planning and establishment of routines. I believe in the adage that ~~if~~ within a class period I should not be working harder than my students. How will we do this? Ideas around:

- use of canvas → check lists,
 - academic tutorials → library of resources on canvas
 - student mentee integration
- Goal should be that Jen and I are available in class to guide not delivering instruction

2/27/17 Meeting w/ Jeremy and Li

13

- Stakeholder schedule?
- Timeline?
- ~~What~~ aspects out of my control?
- Evaluation

Buddy meeting 3/1/17

Major discussion points

- Buckle in on course overall and then on projects
- Liaison consultation with supervisor is considering a change to the internship structure at her school.
- The concept of a class is not viable given the constraints of her situation
- Earth commented on the idea of feeling a little lost but also ~~seeing~~ a progress in some way.
- Prompted each other on what to look for in our commentary of W2.

Freewrite on meetings with Jeremy and Li

How have they helped my thinking about my project?

Ideas are starting to shift in to actionable steps. However I still do not see the timeline in front of me. Navigating the list of stakeholders, and the sequence is a little daunting. The idea that my actions ~~could~~ could start as a pilot version this semester, and idea that things are starting to unpack around. I can "see" that happening and I could add to the "case" that I want to build for next year's "big action".

It could be a way to set up a good context evaluative intervention if I can find one student who wants to participate. Liz helped me see the scope of things in her commentary and her plant. Other questions from our meeting: Talking out about about SWS structure and ~~then~~ common practices is helpful to identify what is important specifically that SWS historical ~~then~~ needs to fit into the mission of SWS and be value added to the

Week 4 Reading


Goods


- Respiratory health of bartenders pre and post smoking ban → natural experiment
- 20% increase change of lung cancer for nonsmokers living w/ a smoker (smoker increase change 200 percent)
- estimated only surveys about symptoms and with a lung test. Before and after
- interesting point about how many bartenders don't agree with ban. Controls for other smoking behaviors

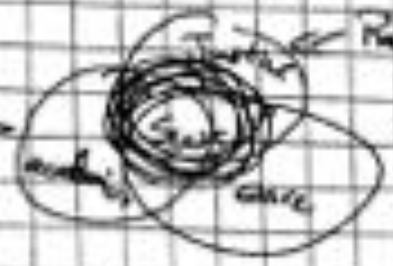
Idea flask

- Looked up research on existing BAs natural article in research folder
- Emailed ~~Paul~~ Steve and Steve re: research in to SWS community → possible to inform the development & relationships etc. ~~etc.~~
- Went down rabbit hole on possible view of SAS through different theoretical frameworks and ethical frameworks.

The circles apply here

Rough idea 

Paul 



Gilligan's
Noddings

Class March 2

Art Characteristics rubric specification

- Andrew #9 → evaluation/results
- Bobby #1 → outcome is action id main actor
- Alisa #7 → collaboration
- Charly #7 → not super collaborative
- Marisa #1 → action is outcome
- Paula #5 → "
- Daniel #1 → action is outcome
- Liz #3 → complexity what type? what complexity?
- Erik #5 → ? Sounds like it is very important to her
- Denise #3 → complexity
- Ted #10 → background??

Evaluation

- Comparing a situation before and after an action
- Design authentic evaluation
- How does the evaluation account for confounding variables?
What other influencing factors arise in the course
of implementing the action?

Working Progress Pico

- Create is activity that generates feedback
- Present on what to have nailed down
- 8-10 minutes

Goals / Objectives

what is it? → a brief

~~small learning community → focus on relationships~~

• student-teacher

• student-student

• teacher-teacher

• Support of students in a diverse environment?

• Rostered support network needed

• Allow for positive an credit

Goals / Objectives

• Personal connection story

• What would that be?

Steps

Develop SW's tutorial class that is centered for relationships.

Students - Provide signed support for identified group of students

Teachers - Provide a feedback/stand for peer to peer mentorship

• Provide a landing spot for and a collaboration space for struggling students

• Give out space for all

Steps cont

steps are the steps I guide my audience through
not the steps of my AR project

- Integrate into existing SWS structures → staff meeting, review committee, community committee, town meeting
- Develop a library of academic help resources → community constructed wiki (Canvas based) !! ~~role~~
- Develop routine of the SWS tutorial → what do students do everyday

Position

- Audience appreciation for the new support models, potential and its integration into the community

Taylor and Suter pg. 39

GDSP → about communicating my idea to my audience (classmate? or teacher at my school?) or students that might be in this program)
 What is my overall argument?
 P → position and/or place

pg. 70-84

- Situation before vs situation after
- evaluation of →
- Idea: All ~~out~~ the clock not / think about proving "supported" systems that existed in SWS. What would have been important evaluations? How could we learn retrospectively something from these supports? Is it possible to do a retrospective action research project?

Annotated Clipping notes

Study of a high school democracy (Kira) (1997) ADP = SWS

- ADP - alternative democratic program
- Dewey - "school as resident community"
- Mosier - "student opportunity to become active responsible agents"
- Studies to determine understand how students became active members of the ADP
- participatory forms of writing
- Mosier - "students taught about democracy, not permitted to practice democracy"
- Study of 7 students in the ADP and their transitions to active participant
 - several students on review committee → professor to support committee → SWS tutorial
- Observation and Interviews as data collection techniques
 - "cross-case analysis" → to develop themes across interviews.

~~Interview~~Interview Themes

- Participation and Respect
- Initial work with committee
- trusting relationships
- Community building

Buddy Hargrett 3/7/17

- ~~Discussed~~ Discussed weeks assignments.
- Mostly focused on work-in-progress - presentations
 - Liz had hers
 - I did not
- Commented on clarification of context and situation.
 - seems like lots of the time will be needed to just set the stage. Then a little time to get to the point/situation action.
- Also discussed the Annotated "clipping" and what article(s) we are considering.

Buddy Hargrett collection

I need to get underway on my GOSP and visual aids. The rough sketch is in my mind and in my notes. The collection of items for the next semester PD work book. → I have some questions about submitting my hardcopy notebook.

Ideas that sparked in the meeting related to:

- using the "4 circles" diagram in the presentation
- Case study method of evaluation
- continued movement towards the "pilot" being my "action" and "SWS materials" being the "next action" that is informed by the pilot -... Kinda obvious actually.

Meeting with Jan 3/9 → Reflect/ 23.7

Content: Meeting to discuss was the relationship between this class (ect 693) and the intervention (SWS tutorial). SWS tutorial has been a common interest for the both of us and was originally matched together.

- Jan and I attempted to implement an informal support center this year. Moderate level of diminishing success.

Discussion

- Discussed the potential of a pilot this spring:
- use the pilot to inform SWS tutorial next year
 - use of Canvas as organizational tool for the pilot and Canvas
 - student wiki of materials → (incorporation of information tech.)
 - development of intake process that them informs how the specific intervention will look like to look.
 - 2 layers of intervention
 - program (i.e. pilot/SWS tutorial)
 - person (ie goals, instruction, routine, establish)

Reflection

Meeting helped me think about what the action will look like and the potential of how to implement the evaluation.

- Also addressed the need to meet with Dan and identify/recruit students.