



Training Packet

for

Inquiry Team Simulation

Inquiry Team

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Inquiry Team

Team Member Bios



Bob Gaines, Assistant Principal

Ex-math teacher Bob Gaines has been AP for the past 4 years and is well liked and respected by colleagues even though he can sometimes have an "edge". He is efficient, able to "get things done", and is rumored to be related to a high city official. Last year he took responsibility for organizing the school's data and is in the process of figuring out what to collect and how to use it.



Kathleen Houston, Veteran Teacher

Veteran teacher Kathleen Houston grew up in the neighborhood and is one of the founding members of the school. Two years ago she realized the importance of assessment and she has been experimenting with various approaches. She is highly respected for her love of the students, her knowledge of science and technology, her warmth, and her ability to get things done; the school is her life.



Jane Gelder, Mid-Career Teacher

Jane Gelder is a popular mid-career humanities teacher and chair of the Sunshine Committee. She never forgets a birthday or anniversary and because she is such a nice person, other teachers overlook the fact that she doesn't seem to demand much from the students.



Larry Dale, Guidance Counselor

Guidance Counselor Larry Dale, a native New Yorker and avid Mets fan, is the popular guidance counselor, never too busy to listen to students, colleagues, and parents. A practical joker he is more liked than respected.



Simone Rice, AIS Teacher

AIS Teacher Simone Rice is dedicated to supporting struggling students particularly in math which is her area of expertise as is data analysis. Though her ELA knowledge is limited, she acknowledges the importance of literacy in the math curriculum. Unfortunately her social skills are poor and she often alienates others unwittingly.



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Michael Harris, ELA Coach

ELA Coach Two years ago Michael Harris moved from the classroom where he taught ELA to the ELA coach position. He loves his new job and when he isn't at a literacy workshop, he is supporting new teachers in their classrooms. The faculty appreciates him for his knowledge and dedication despite his tactlessness.



Chris Kang, New Teacher

Enthusiastic and eager Chris Kang is new to teaching and to the school. He attended an Ivy League college and his masters degree in the teaching of English is from a top university. He is looking forward to getting to know his colleagues and making a difference for his students.



Ashley Getz, Special Ed. Teacher

This is Special Ed teacher Ashley Getz's third year in teaching though she is new to the school. Her younger brother was diagnosed in third grade with Aspergers and Ashley has a passion for reaching students with learning disabilities. Her colleagues are delighted to have someone devoted to language development and proficient with Special Ed data on staff.












Yahaira Perez, ELL Teacher

Yahaira Perez, the popular young ELL teacher, is part-time at the school and part-time at the school upstairs. She was the star of her master's class in the Teaching of ELL. Yahaira's parents moved to New York from the Dominican Republic when Yahaira was three and Yahaira remembers how hard it was to learn English; she still translates for her parents.



Team Member Information

	ELA Knowledge	Math Knowledge	Facility with Data	Social Capital	Political Capital
 Bob Gaines Assistant Principal	Low	Low	Med	Med	High
 Kathleen Houston Veteran Teacher	Low	Low	High	Med	High
 Jane Gelder Mid-Career Teacher	High	Low	Low	Med	Low
 Larry Dale Guidance Counselor	Low	Low	Med	High	Low
 Simone Rice AIS Teacher	Med	High	Med	Low	Low
 Michael Harris ELA Coach	Med	Low	Med	High	Med
 Chris Kang New Teacher	High	Med	Low	Low	Low
 Ashley Getz Special Ed. Teacher	High	Med	Med	Med	Low
 Yahaira Perez ELL Teacher	High	Low	Low	Med	Low

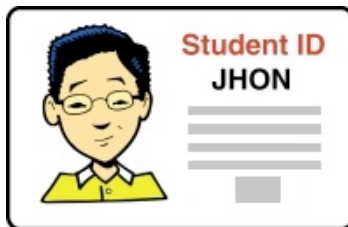
Students

Student Bios



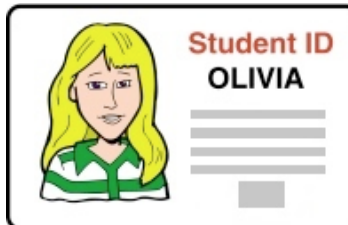
Antoinette

Antoinette's mom wakes her up before she leaves for work, but Antoinette often goes back to sleep. When she wakes up, it's too late to go to school so she hangs out with her two grown brothers and watches TV. When she does come to school, she daydreams and teachers find it frustrating to have to constantly remind her to pay attention.



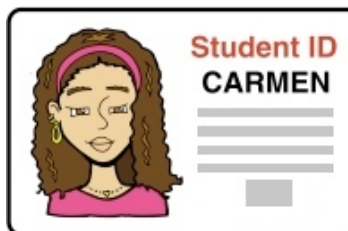
Jhon

Shy and quiet Jhon was born in the US but speaks Vietnamese at home and is small for his age. He is one of the shortest in his class even though he was held over in third grade. He struggles to make sense of his school work. Jhon is a video game addict and his PlayStation is his best friend.



Olivia

Olivia moved last spring from Montana and thinks NYC is "cool". Her favorite singer is Hilary Duff and she has all Hilary's songs on her iPod. Olivia likes school, and students and teachers like her. She participates eagerly in class, building on her classmates' comments: however, her written work is disappointing.



Carmen

Mature, graceful, a double-dutch champion, the oldest in a large family with many responsibilities at home, Carmen moves between spoken Spanish and English. She pays attention and participates in class but struggles with her homework.








Rashawn

Rashawn dreams of a career in the NBA where he won't have to read. Girls find him cute and boys admire him for his basketball prowess. His second grade teacher convinced his mother that Rashawn had too much energy for a regular classroom and he spent most of his elementary years in a self-contained classroom. He is now struggling in a mainstream classroom and receiving counseling as a related service.







Student Information I

School Level: Middle School Subject: Reading						
		Antoinette	Jhon	Rashawn	Carmen	Olivia
Summative	Proficiency Level	1.26	1.26	1.88	2.12	2.78
Assessment in Reading	Overall	Below Grade 2	Below Grade 2	Grade 3	Grade 3	Grade 5
	Vocabulary	Below Grade 2	Below Grade 2	Grade 2	Grade 2	Grade 5
	Fiction	Below Grade 2	Below Grade 2	Grade 2	Grade 7	Grade 7
	Non-Fiction	Grade 2	Grade 2	Grade 3	Grade 3	Grade 3
	Long Passage	Below Grade 2	Below Grade 2	Grade 3	Grade 2	Grade 6
Grades	ELA	55	55	70	80	85
	MATH	55	55	75	70	75
	Social Studies	55	60	70	55	80
	Science	55	65	80	80	95
Other Information		Low Attendance	Holdover	IEP - Learning Disability	No Information Available	No Information Available



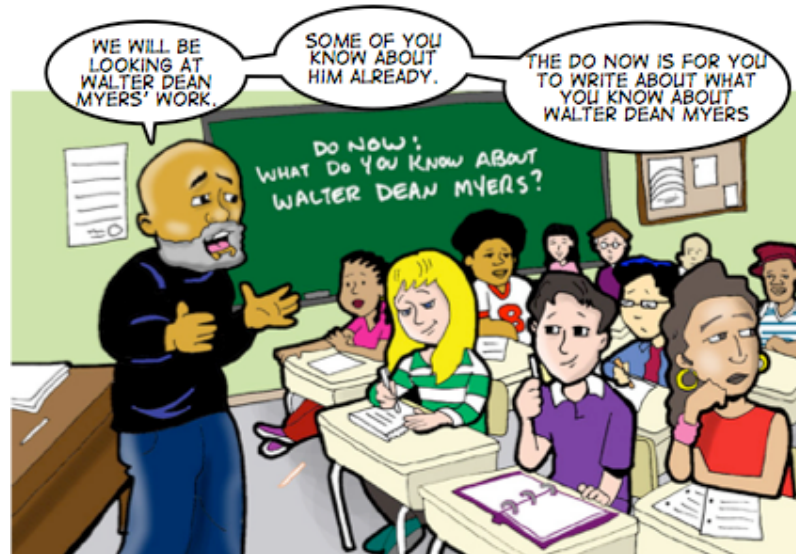
Reading Skills

<p>Informal Reading Inventory Expository Reading Sample in Social Studies Instructional Levels</p>	 <p>Jhon represents 4%</p>	 <p>Rashawn represents 4%</p>	 <p>Carmen represents 30%</p>	 <p>Olivia represents 16%</p>
<p>Word Level - Decoding reader is able to "sound out" words using letter clues.</p>	<p>Grade 1.5</p>	<p>Grade 4.</p>	<p>Grade 5</p>	<p>Grade 6</p>
<p>Fluency reader has an adequate bank of "sight words" to be able to read smoothly and at pace that promotes meaning making.</p>	<p>Grade 2</p>	<p>Grade 2</p>	<p>Grade 4</p>	<p>Grade 6</p>
<p>Academic Vocabulary reader has sufficient background knowledge of subject area terms to make meaning of text.</p>	<p>Grade 2</p>	<p>Grade 5</p>	<p>Grade 3</p>	<p>Grade 6</p>
<p>Comprehension - Retelling reader is able to demonstrate meaning making by summarizing critical components of text.</p>	<p>Grade 2</p>	<p>Grade 4</p>	<p>Grade 3</p>	<p>Grade 5</p>

Transcript I

Class: 7th Grade ELA

Number of Students: 27



9:02 am

T: A rough draft of the literary essay based on "Scorpions" was your homework this weekend. If you didn't do it, I will see you at lunch time. Please give me the outline with the drafts. I want to see if you can transfer the information correctly.

9:05 Student do the DO NOW independently.

S1: He wrote a poem called "That Boy".

S2: I didn't know that. I learned the...inaudible.

S3: He wrote "Scorpions".

S4: He wrote short stories like "145th Street".

S5: He received awards for his work.

S6: I didn't think of that.

S7: He's an author.

S8: He dedicated his book to three people.

S5: He has a very good way of entertaining and using urban slang.

9:13 T: Anybody else want to add anything? What are some things we didn't know, but it would be important or interesting to know what we are studying Walter Dean Myers?

S2: His age?

S9: His culture?

S10: Is he married?

S2: Does he have brothers or sisters?

S5: I would like to know if he grew up on the same environment as the book. Did he grow up in the hood?

S11 and S2: What's the hood?

S12: Why did he write?

S8: Is "Scorpions" based on his childhood?



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- S13: When did he start to write?
S14: What were some of his struggles?
T: What you're getting is a biography. Take 10 to 12 minutes to read and write what you learned about Walter Dean Myers.
- 9:16** T: Would you like it if I read it aloud to you? Teacher reads the biography to students.
T: I'm reading. What are you doing?
S14: I'm following along.
T: While I'm reading you will be highlighting like S13 and S14. You should also try to answer the questions you came up with for the second column of the KWL chart. What do you want to Learn about Walter Dean Myers?
- 9:19** Teacher continues to read the biography to students.
- 9:27** T: I'm going to give you 5 or 7 minutes to fill out the chart and answer the questions you asked. Teacher walks around the room conferencing with students as they complete the chart.
- 9:34** T: I'm collecting your drafts.
S8: Can I come for lunch?
T: I am here at lunch. Let's begin. I'll wait two more minutes because some people are writing diligently.
S11: He is an African-American.
S5: He grew up in Harlem.
S1: He has three children.
T: Anything else?
S3: He lives with Christopher, his youngest son.
S8: Christopher is the illustrator.
S12: After he left the army, he started writing.
S2: He didn't write after the army. He started in grade school.
T: What did he start writing?
S15: Poems and short stories.
T: What were his struggles?
S16: He had a speech problem.
S6: His mom died.
S8: His dad gave him up for foster care.
T: What else?
S8: He dropped out of school when he was 15 or 16.
S15: He has a wife.
S2: Is that a struggle? Having a wife?
T: S2, stop calling out.
T: Why did he write?
S17: He couldn't pronounce words.
T: I'm going to wait because there are some people talking in the back.
T: What were some other reasons for writing?
S3: He loves to write.
T: What else did he love to do S18?
S18: un...
S19: He loved to read.
S13: He loved to play basketball.
- 9:43** T: Who helped him develop the love to read and write? S14?



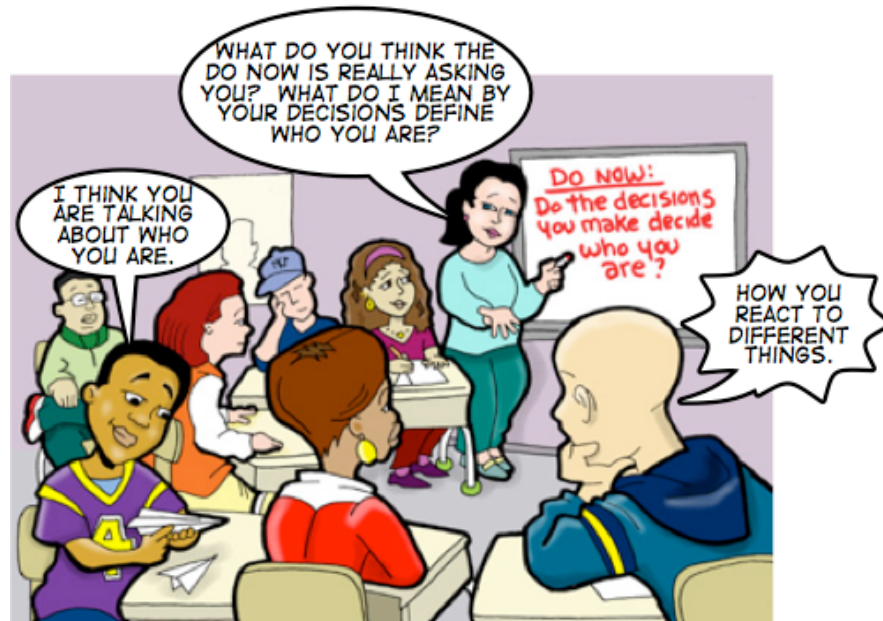
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- S14: His family.
T: How did he start writing?
- S20: He entered a contest and won. Then he made a short story and then made it into a novel.
S7: He...
S3: Does not have an education.
- S21: He dropped out of school at 16 or 15 and he went to work.
S7: He didn't have confidence.
T: Where did that come from?
- S2: Because of his speech problem.
- 9:47** T: Homework. What I want do you do is to write a letter to Walter Dean Myers, explaining your opinion of his writing. Talk about your opinion of "Scorpions" and what you learned about him today.

Transcript II

Class: 7th Grade ELA

Number of Students: 28



10:00 am

T: Good. Anybody else? Does a decision that you make define who you are? If you take something that doesn't belong to you, does that mean who you are is a thief? That is what I want you to think about.

T: Take out your homework as you do the Do Now. Students talk to each other. There is still some talking. You have 2 to 3 more minutes. I will call on people to read what they wrote.

Students work independently. Teacher walks around the room.

10:07

T: Ok, time is up. Who would like to share? I am taking out the cards. I'm shuffling the cards. S2?

S2: I think it does. It depends on what you do. If you make a wrong decision it may.

S3: If you do the same thing over and over again.

S4: She said what I wanted to say.

S1: If you make decisions that benefit you it does.

10:10

T: Should I go back to the cards?

S5: It does define who you are. I agree with S1 and S2. It depends on your situation.

S6: I think the things you say ("inaudible") some famous people...(inaudible)

T: Do you think the decisions the characters made define who they are? Two students say "no", several students say "maybe".

T: Please make a character map like the one I did on the board.

10:14

T: What I want you to do is talk about the decisions that Dwayne made and then talk about his character. Come up with 5 decisions he made.

S3: Can I say why "no"?

S7: Huh, Why no?



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- T: What S3 means is, can she explain why she thinks your decision doesn't define you.
S3: You can make a decision and learn from it and not do it again.
T: That is a good point.
S1: You can learn from the decision and change.
T: I am going to do Dwayne with you then you can do the rest independently. Students shout out different actions of Dwayne while teacher writes them on the board.

On the Board:

- Decisions:
 - fights Jamal.
 - teased/bullied Jamal.
 - told kid's about Jamal's gun.
 - He told the principal about the gun.
 - He told his mom.
 - He backed down when Jamal pulled the gun on him.
 - He ripped Jamal's shift.
 - He lied.
 - He stayed away from Jamal.
- Conclusion:

- T: What can we conclude about Dwayne's character based on what he does?
S8: He is a punk.
S1: He is a coward.
T: Let's do Sassy. But backwards.
S9: She is a snitch.
S10: She is a brat. She is spoiled.
S4: Conceited.
S11: She is concerned about Jamal.
S12: Spoiled.
T: How can we prove that Sassy is all these things by the action she made?
10:20 S13: She annoys her brother by teasing him about the dishes.
S2: She lies.
S1: She doesn't tell mom about the gun.
T: With number 1 what have we proven?
S1: Proves that she is concerned about her brother.
T: How can we prove Sassy is a snitch?
S14: When she told what Jamal said about Randy.
T: She told about Jamal coming home without a coat.
S4: She is half and half. Like two faced.
S15: If she is serious she might not tell.
10:30 T: What about the idea of people changing?
S16: If it's something little, she wouldn't tell. Something big she would.
S3: She doesn't want to tell because her mom would cry.
T: By 10:45 you should have finished. You must write the conclusion about the character. That is the most important thing.
S17: Do I have to do the conclusion?
T: Yes! Didn't I just say that!
S17: I don't have any room.
T: Just do it on the back.
10:30-10:45 Students work independently on their chart. Teacher walks around the room.
10:53 T: Your homework is to finish the chart. We are going to do your outline tomorrow.



Change Strategies

Learning Opportunities

The following brief descriptions may help you choose an instructional change strategy for each turn. The table describes the reading learning opportunities for students in the 7th grade.

	Description	Capacity	School Policy
7th Grade ELA	Biographies, Novels, Poetry, Myths and Legends, and Plays	Average class size is 27.	Teachers are expected to cover the New York State ELA Standards in Reading, Writing and Listening. Teachers draw reading from a list in response to the needs and abilities of their students.
Pull-out Program	Sounds to Automaticity, Sound/letter Correspondence, Phonemic and Syllabic Segmentation, Language Structure, Fluency Development, Vocabulary Development, Comprehension Strategies,	The school has the capacity to serve 10 students. It is currently serving 9.	Pull-out Program is currently offered only to students with IEPs. Meets 4 times a week for 1 period
After-School Tutoring Program (37 1/2 minutes)	Focused on Homework	The after-school program is currently full.	Students can apply to their Guidance Counselor for tutoring help if they feel they need it.



Change Strategies Chart

For each of the 7 change opportunities (turns) in the Simulation you will be able to select one strategy (box) that will apply to **both** of your Target Population students. Your change strategy options are listed below.

	Student	Teacher	Policy
What	<p>Student-What This option changes what students are taught in the 7th grade ELA classes. Currently: Biographies, novels, poetry, myths and legends, and plays.</p>	<p>Teacher-What This option changes the content knowledge of 7th grade teachers. Currently: Teachers are expected to cover the New York State ELA Standards in Reading, Writing and Listening. Teachers draw reading from a list in response to the needs and abilities of their students.</p>	<p>Policy-What This option changes the scope and sequence of 7th grade ELA. Currently: Teachers are expected to cover the New York State ELA Standards in Reading, Writing and Listening. Teachers draw reading from a list in response to the needs and abilities of their students.</p>
How	<p>Student-How This option changes the strategies students are taught to access knowledge. You should refer to the transcripts on page 8 in the Training Packet Currently: See transcripts.</p>	<p>Teacher-How This option changes the teaching strategies of the 7th grade teachers. You should refer to the transcripts on page 8 in the Training Packet. Currently: See transcripts.</p>	<p>Policy-How This option changes the instructional approach to 7th grade ELA. You should refer to the transcripts on page 8 in the Training Packet. Currently: See transcripts.</p>
Pull Out Support	<p>Student-Pull Out Support This option pulls student out of their regular ELA class and places them into a pull-out program. Currently: Program addresses sounds to automaticity, sound/letter correspondence, phonemic and syllabic segmentation, language structure, fluency development, vocabulary development, comprehension strategies.</p>	<p>Teacher-Pull Out Support This option provides professional development for Pull Out teachers. Currently: n/a</p>	<p>Policy-Pull Out Support This option changes the criteria for placing students in the Pull Out Program. Currently: Pull Out Program is offered only to students with IEPs.</p>
After School Support	<p>Student-After School Support This option changes the content and focus of the After-School Program. Currently: Focused on Homework</p>	<p>Teacher-After School Support This option increases the number of students who can be served in the After-School Program. Currently: The program is full.</p>	<p>Policy-After School Support This option changes the process by which students are placed in the After-School Program. Currently: Students can apply to their Guidance Counselor for tutoring help if they feel they need it.</p>