

Teacher Preparation/Readiness Matrix

Key: O=Observations; I=Interview; S=Survey Response; T=Teacher; St=Student; Blk=Block

King	Miller	Nolan	Owens	Reynolds	Saunders
I-wasn't prepared	I-very little preparation I-couple inservices but not how to tch alg in blk I-overview for everyone	I-T must account for every minute I-no specific trng prior to beginning		I-not very prepared I-some small workshops I-nothing to help write lessons for blk I-wish had prepared lessons in summer before blk	I-zero prep; scared to death I-didn't know how to fill time
I-takes lot of time to prepare I-had to plan dbl lessons I-don't have life after school anymore	I-still feel unprepared	I-lots of work to prepare			I-planned down to minute I-first yr rough
		I-mentor exp may have helped	I-prior sum sch experience I-prior mid sch experience		
	I-doesn't fit T style		I-feel comfortable	I-somewhat fits T style	
I/S-don't have hands-on material & sftwr	S-lacks material	S-lack eqp & mat	S-have eqp and material needed	S-have eqp and material needed	S-have eqp and material needed
S-computers avail if need S-use grphng cal	S-computers avail if need S-use grphng cal	S-computer avail if need S-use grphng cal	S-computers avail if need S-use grphng cal	S-computers avail if need S-use grphng cal	S-computers avail if need S-use grphng cal

King	Miller	Nolan	Owens	Reynolds	Saunders
	I-tch like always; not trnd diffrently I-need trng in strategy, activities, pacing, what works, how much homework				I-basically doing same as always I-not sure how much HW enough w/o overwhlmng
S-not enough time to cvr curr	S-not enough time to cvr curr I-hard to cover material	S-not enough time to cover curriculum	S-not enough time to cover curriculum		
S-lessons more varied now S-Blk challenges T to try new strategies	S-lessons more varied now S-Blk challenges T to try new strategies	S-lessons more varied now S-Blk challenges T to try new challenges	S-Lessons more varied now S-Blk challenges T to try new strategies	S-lessons more varied now S-Blk challenges T to try new strategies	S-lessons more varied now S-Blk challenges T to try new strategies
I-time too long			I-can't pln one activity for whole blk time		
			I-T must use pln time well; if not, 2 days away		

Teacher Satisfaction Matrix

Key: O=Observations; I=Interview; S=Survey Response; T=Teacher; St=Student; Blk=Block

King	Miller	Nolan	Owens	Reynolds	Saunders
I-T likes but St problem S-T enjoys tchnng alg in block S-T doesn't prefer block S-T feels unscsfl S-T not part of decision	S-T doesn't prefer block S-T feels unscsfl S-T not part of decision S-T enjoys tchnng alg in block	S-T doesn't enjoy tchnng alg in block S-T not part of decision	S-T doesn't prefer block S-T doesn't enjoy tchnng alg in block S-T feels unscsfl S-T not part of decision	S-T doesn't prefer block S-T not part of decision S-T enjoys tchnng alg in block S-T feels scsfl	S-T doesn't prefer block S-T doesn't enjoy tchnng alg in block S-T feels unscsfl S-T not part of decision
I-St attendance prob; neg impact			I-St attendance is prob; neg impact		
	S-blk not good for achievement		S-Blk not good for achievement	S-Blk not good for achievement	S-Blk not good for achievement I-Nt good for math; easier on T than St
		I-don't like alt day I-St need time mgmt		I-don't like alt day; hard to f/u	I-alt day is prob
		I-St don't do HW		I-like to do as much as poss in class;HW is prob	I-St don't do HW
I-kids need brks I-time too long for 9 th graders	I-would like shorter blk I-too long(not a groupie) I-St attn spn poor	I-too long; St tired	I-would go back to 50 min I-too long for attn span		I-too long for St attn span & sitting
S-T like blk more as time passes	S-T like blk more as time passes	S-T like blk more as time passes S-has made better	S-likes less over time	S-T like blk more as time passes	

King	Miller	Nolan	Owens	Reynolds	Saunders
I-needs materials & software I-need fieldtrip, jobs	I-hard to cover same amount of material I-pos if St motivated; neg if St struggling I-going all day is exhausting w/o break	I-T planning takes more time; research	I-T must manage time		I-hard to decide how much HW to give I-not all St like math I-T tired on long day I-T must plan every min of lesson
I-more time to reinforce	I-blk gives more time to ? I-Opp for discovery (esp geom)	I-opp to answer "why do I need this"	I-opp to apply concept (paper to practice) I-long plan period is a plus	I-like for discovery I-Like for group work I-More indiv attn to St I-get to know St better I-Labs possible I-Bring in more technology	I-T more relaxed; St not as rushed I-nice long plan time
Lessons A quality	Lessons C quality	Lessons A quality	Lessons C quality	Lessons B quality	Lessons B quality

Instructional Design and Strategies Matrix

Key: O=Observation; I=Interview Statement; S=Survey Response; T=Teacher; St=Student; Proj=Project; HW=homework

King	Miller	Nolan	Owens	Reynolds	Saunders
I-fast start	I/O-fast start	I/O-fast start	I/O-fast start	I/O-fast start	I/O-fast start
I-HW check	I/O-HW check	I-HW check	I-HW discussion		I-HW check
I/O-expln new material	I/O-expln new lesson	I/O-T explanation			I/O-tch new lesson
S/O-lecture(10x)	S/O-lecture (1/2 time)	S/O-lecture some	S/O-seldom lecture	S/O-seldom lecture	S/O-lecture(22x)
I/O-model prob for St	I/O-model & demo problem	O-T model prob	I/O-demo & pract	I/O-model prob some	I/O-T models for St
I/O-drill & prac	I/O-prac problem	I/O-St prac prob	I/O-demo w/prac	I/O-St wrk & slv	I/O-St prac
I/O-grp actvities		I/O-St prob in group	I/O-St probs in group		
I/O/S-indiv work	I/O/S-indiv work	I/O-indiv work	I/O/S-indiv work	I/O/S-indiv work	O/S-indiv work
I/O-T assists	I/O-T gives 1-1 help				I/O-T monitor St work
I-reading text		S-use txt (1/2) time	I/O-use text	I/O-text material	I/O-reading text
I-quiz every 3 sections			I/O-freq assessm (formal, infor)		I/O-quiz/test often I-use ntbk quiz
	I/O/S-use partners		O-partners	I/O/S-St work w/partners (20X)	O/S-St work w/partners (1/2)
I/O-proj 1 per 9 weeks	I/S/O-proj 1 per 9 weeks	S/O-proj (3-4)	S-few proj	S-some proj	O-proj 1x
I/O/S-HW assgnmt	I/O/S-HW assgnmt	I/O/S-HW assgnmt	I/O/S-HW assgnmt	I/O/S-HW assgnmt	S/O-HW assgnmt
I-computer (spreadsheet) S-some computer lab(6) S/O-use cal(20)	S-computer activity (2x) S/O-use calcs	S-come computer (6-10x) S-use calcs (1/2)	S/O-cals I/O-not much computers	S-computers some (3-5) S/O-use calcs	I-don't use comp much I-lack sftwr for alg S/O-use calcs lot
S/O-all time Q&A	I/O-Q all st	I/O/S-lots Q&A	S/O-lots Q&A	I/O/S-lots Q&A	I/O/S-lots Q&A
S-alg applications(14)	S-applications (1/2 time)	I/S/O-some applications	I/O/S-application prob	I/O-prob/situatn S/O-applctn(22x)	S-applications some
	S/O-multip representations	S/O-mult rep	S/O-mult rep	S/O-mult rep	S-mult rep

King	Miller	Nolan	Owens	Reynolds	Saunders
S/O-alg as rules (14)	S/O-alg as rules (1/2)	S/O-alg as rules (all)	S/O-alg as rules (1/2)	S-alg as rules sometimes	S/O-alg as rules (often)
S-real data smtm	S/O-sm real data	S-use real data	I/O-real life connection	S/O-use real data	S-seldom real data
S/O-St part all	S/O-St part all	S/O-much st part	S/O-lots St part	S/O-St part	S/O-lots St part
S/O-no jrnl, speakers, fld trp, portfolio	S/O-no jrnl, spkrs, fld trp, portfolio	S/O-no jrnl, spkrs, fld trp, portfolio	S/O-no jrnl, spkrs, fld trp, portfolio	S/O-no jrnl, spkrs, fld trp, portfolio	S/O-no jrnl, spkrs, fld trp, portfolio
S/O-few models S/O-few group grades	S/O-seldom use labs		S/O-few models or manip S-smtm lab	I/O-use St discovery	I/O-tch as trnd I/O-not lot variety, T says "not creative"
S/O-St take note	O-St take note	S/O-St take note	S/O-St take note	S/O-St sldm note	S/O-St take note

Student Responses - Engagement

Key: O=Observed; I=Interview; S=Survey; DR=Document Review; St=Student; T=Teacher; Blk=Block;
 O#1=Observation#1; O#2=Observation #2; O#3 = Observation #3

King	Miller	Nolan	Owens	Reynolds	Saunders
I/O-St tend off task I-time too long	I-too much content in 1 less; tend quit	I-St used to 1 act per less; tend quit	I-less active=less atn I-1 st 60 min best	I-time 2 long for student	I-2 long for student attntion
S-St not more interested	S-St not more interested	I-St get tired	S-St not more interested	S-St can pay attention	S-St can pay attn; St unwill to pay attn
O#1 >1 off task all period (up to 4-5 at time)	O#1-3 off task over entire blk	O#1-all on task	O#1-all on task	O#1-1-6 off task most of time	O#1-1 off task once
O#2-OK 1/2hr; then 3-5 off tsk	O#2-occasionally 2-3 off task	O#2-1-2 off task occasionally	O#2-3 off task at end of less	O#2-3-6 off task occasionally	O#2-3 off task end of class
O#3-OK 1/2hr; then 2-3 off tsk	O#3-occasionally 2 off task	O#3-1 off task once	O#3-1 off task occasionally	O#3-3-4 off task occasionally	O#3-1-2 off task occasionally
I/O-T gives brks S-give more 1:1 S-T gives fdbck S-uses lot Q&A S-T makes St notes S-T gets active participation	S-give more feedback S-T uses lot Q&A S-T gets active participation	S-give more feedback S-T use lot Q&A S-T gives active participation S-T makes St take notes	S-gives more feedback S-T use lot Q&A S-T gets active participation S-T makes St take notes	S-T gives more feedback S-T uses lot Q&A S-T gets active participation	S-T gives more feedback S-T uses lot Q&A S-T gets active participation S-T makes St take notes
	I-grp OK but with young St more people=less work	I-St not groomed for groups	I-would prefer daily meetings		I-T didn't like long college classes (TTh)
	I-Lrng faster, better on some topics I-more uninterr attn to topic (grph) is a +	S-T can give more help after St has been absent		S-T gives more 1:1 after absent	S-T gives more 1:1 help after absent

Student Responses - Achievement

Key: O=Observed; I=Interview; S=Survey; DR=Document Review; St=Student; Blk=Block; O#1-Observation #1; O#2-Observation #2; O#3-Observation #3

King	Miller	Nolan	Owens	Reynolds	Saunders
S-St attend wrse S-St absent=lost	S-St sttend wrs S-St absent=lost	S-St absent=lost	S-St absent=lost	S-St attend wrs	S-St attend btr S-St absent=lost
S-Fs not lower S-grades not btr	S-# Fs not lwr S-grades not btr	S-Fs not lower S-grades not btr	S-Fs not lower S-grades not btr	S-Fs not lower S-grades not btr	
DR-32% ABC; 36%D;32%F	DR-59%ABC; 17% D; 24%F	DR-33%ABC; 19%D; 48%F	DR-21%ABC; 48%D; 31%F	DR-67%ABC; 8%D; 25%F	DR-51%ABC; 17%D; 32%F
	I-St don't do HW Hurts achievemnt I-absent hurts achievement	I-need imprvd attitude toward lrng I-St put off HW I-nd parent supp	I-would like to meet daily; less time	I-T would like more real applications	I-Alt day schl is neg on achv I-Reetrn to shrtr daily schedule S-Blk=less St lrng
S-Blk=more St lrng		S-Blk=more St lrng	I-enough time for curr; not enough to enrich	S-Blk=more St lrng; more meaning; less memorization	

Advice to Teachers Beginning to Teach Algebra in Alternate Day Block

(All responses taken from teacher interview)

Key: T=Teacher; St=Student; HW=Homework

King	Miller	Nolan	Owens	Reynolds	Saunders
Plan!	Get guidance	Ask lots ?	Value plan time & use well	Pln dur summer	Try to figure how to tch 2 lessons w/o overwhelming
Be prepared	Just being immersed is awful	St-do they do HW, participate, have parent supp	Pln some proj for St	Use colleague expertise	HW important-takes thought & planning
Know materials	Get trng in strategies, activities, pacing course, how long to spend on topics, how much to do in a day	Any school activities conflict with classtime	Find applications	Don't try 2:1	Get info from teachers in practice
Know books	Watch out for St attn span	Does T like alg? Like St? Like 1:1 contact; T enthusiasm? Can't be phony for 100 minutes	Hard to keep St attn so use at least 3 activities	Get materials, books, curr, colleagues together to sit down & share ideas	Long days w/no planning are tiring
It's a long time	Days w/o planning are long & exhaustng	Chance to do interesting things but takes research & plan	See what others have experienced, don't reinvent the wheel	Unencumbered time to think and plan before St arrive	Do the best you can for students when they are with you
Maybe a diff schedule for 9 th grad		Stick w/it, don't abandon too quickly		No outside expert needed	Expert suggestions aren't so good unless you can see it happen (I am not creative)
Watch St doing HW				Plan some labs	
Watch St attend					

