**Literature Lost in Transition Summit 2013 Feedback Form**

October 17-18, 2013 Casper, Wyoming

***Session Feedback transcribed October 21, 2013 n = 28 responses***

***All responses from evaluation forms were transcribed exactly as written.***

***Not all respondents answered all questions.***

1. Please rate the overall quality of the Literature Lost in Transition Summit:

9, 9, 8, 9, 10, 8, 10, 8, 7, 10, 8, 10, 10, 10, 7, 10, 8, 8, 9, 9, 8, 10, 9, 8, 10, 10, 8.

**mean = 8.9 median = 9 mode = 10**

Comments:

* Loved the panel discussion, loved the willingness of professors to look at secondary teachers as valuable.
* Wonderful. Please do more things like this.
* Insightful and full of great examples.
* Only attended Friday morning – enjoyed the chance to connect w/ UW people.
* Only attended Friday morning. See #4.
* Some of the small group discussions were so scattered.
* This was well organized, helpful, and fun.
* At times, small groups seemed a little lacking in guidance. I think moderators or guiding questions would have been helpful.
* Extremely valuable collaboration.
* Fabulous to spend valuable time with amazing people.
* Very enjoyable, but wanted more concrete take-aways.
* It was great, but I want more!
* The readings were excellent and I enjoyed having multiple “grade” levels represented on the panel.
* Time well used, conversation inclusive & engaging, much to use, much shared.
* Good first effort. Looking forward to how it gets focused in the future.
* The engagement/involvement of different levels was awesome.
* I learned more during this short time than I have during all new teacher training.
* Beautiful gathering and meeting of the minds! Wish there was more time.

1. If you attended Thursday night, please rate the panel discussion about close reading.

9, 9, 10, 8, 8, 10, 9, 10, 10, 10, 10, 9, 8, 9, 10, 9, 9, 7, 10, 9, 7, 10, 10, 9.

**mean = 9.1 median = 9 mode = 10**

1. What insights or reactions did you have from the panel discussion about close reading?

* It’s difficult for us to pinpoint a definition, but the common denominator seems to be spending a lot of careful time on a piece.
* I loved hearing the different versions of close reading. It made me question my beliefs and approaches, and I loved the readings!
* I think it was a nice review of what it was and a reminder of why it’s imperative for students.
* Reinforced and motivated my thoughts on close reading.
* N/A
* The panel did a great job of presenting the issues & ideas of close reading.
* The discussion was super interesting – and the close reading issues organically bubbled up in discussion. The quality of people/educators cannot be beat.
* The panel discussion allowed me to think critically about my own use of context & the weight of reading assignments that might discourage genuine close reading.
* The variety of looks that close reading has.
* Thoroughly enjoyed the panel. Very excited to continue to nurture “Common Language” about close reading.
* Panel guests presented a variety of stances which was helpful to see the “issues” with close reading. Hard to have a discussion as a big group though. The entire conversation/debate about contextual knowledge was helpful.
* Well chosen panelists; engaging. I think we all already buy into the concept of close reading – I want more particulars.
* N/A
* Helped to define “close reading” more clearly in my mind – it’s something we as teachers require from our students and it’s helpful to further refine my articulation of what it is.
* Interesting to think about the significance of context – yes or no. Important to think about this as we teach.
* Got me thinking. Loved the discussion around context. Need more focused on Common Core.
* Still a little fuzzy on a definition. I believe a true definition is still being formulated.
* The interaction was great!
* Varying definition of close reading.
* Would have liked more larger group/table discussion. That there is serious disagreement about the role of context in close reading. I think it’s important to consider the issue of different reading communities.
* I loved hearing from all of the members. I was able to get different perspectives about the one topic.
* We have different ideas about close reading but it is a skill for everything in life!
* Great conversations! I wanted more direct talk about how to close read. It directly connects with CCSS.

1. Please rate the overall quality of Friday morning discussions and small group work.

9, 5, 9, 10, 7, 10, 8, 8, 7, 9, 8, 10, 10, 10, 7, 10, 7, 7, 9, 9, 9, 9, 8, 9, 10, 8, 9.

**mean = 8.6 median = 9 mode = 9**

1. What insights or reactions did you have from Friday morning discussions and small group work?

* Without a moderator of the first small group, strong personalities took over so I didn’t get to add much to the conversation nor get any feedback on the student work I brought.
* Loved this. Looking at assignments was fabulous & very helpful to garnering new ideas.
* Good to see others’ works. I have a lot I can take back with me.
* Common Core: community college instructors do not have a good understanding of this change.
* Good plan, but typically most group work devolves to general conversation, with few concrete outcomes.
* It was great to see the work & the expectations of those students/teachers in the grades/level above me.
* It was super helpful to see other ideas and assignments from colleagues. It was very encouraging to meet and discuss everything with peers. I have a wealth of information & ideas to take back to my everyday H.S. CR.
* I gained a better ability to model & talk about close reading with my students.
* Again, fabulous to discuss and share teachers’ work and strategies. Amazing to see and hear the strategies being used vertically.
* Reader is part of the conversation of a text regardless of when it was written. Resources shared were useful.
* Some excellent examples of assignments; a group facilitator @ our table would help (someone to lead the group in the task). We all obviously struggle w/ the same obstacles, & it sounds like we all utilize basically the same strategies – need new ideas!
* I loved the entire morning. It is wonderful to have conversation across many levels (including college). I felt that everyone shared a love for teaching and learning and was able to walk away with some useful and interesting ideas.
* As one participant mentioned, there was definitely a lot of passion from the individuals here – which gives one hope that teaching close reading can be improved upon and refined within our classrooms.
* I wanted more nuts and bolts strategies.
* How to change lessons accordingly. Networking will be used.
* Very insightful. More focus on strategies and teaching.
* I took away 10 good ideas – and the discussion helped w/ inspiration. Just makes me remember why teaching is the best profession. ☺
* Perhaps a bit more focused, guiding questions. The importance of close reading across curriculum and the varying definitions of close reading . . . I think this warrants continual discussion of what close reading is and how people approach it differently.
* Realizing what HS teachers are up against in terms of classroom size. Knowing the assignments strategies/assignments HS teachers use and how I might build off of that.
* I loved working with a diverse group. They were supportive and we created a wonderful community.
* A ton of great work is going on!
* Wish I could travel among small groups to gather info about all topics. Leslie is awesome!

1. What topics would you like to see discussed at future Literature Lost in Transition summits?

* The role of young adult literature in CCSS & the community college/university level.
* The importance of cultural literacy for incoming freshmen.
* I would like to focus on the Reading Information standards from the lens of an English teacher.
* How to teach \_\_\_\_\_\_\_\_\_\_. Could be anything! No fear Shakespeare, Tackling Twain, Helping with Hawthorne. Ha! You get it.
* More specifics on how different teachers incorporate close readings; unit plans, class videos, etc.
* Research methods – writing across the disciplines.
* I’d like to discuss the trends of increasing standardization and top-down planning in so many aspects of education. How can we get back to teachers making decisions, rather than administrators & legislators?
* More strategies & more “expert” lessons.
* Engaging students, Assessments, Data Exchange, Writing Notebooks.
* Working with ESL & ELL/international students, specifically those who come from education systems that prohibit the questioning of texts.
* Making literature relevant & accessible.
* Syllabi shared from UW down through middle school.
* High school/college alignment?
* Writing – essays. Critical thinking skills. MLA. How to engage struggling learners.
* Would talking about nuts & bolts of grammar/sentence structure be too specific?
* Gaining breadth in terms of what is “read.” Students should [read] “literature!”
* What strategies might be shared with Literature and informational text.
* Addressing different types of learners. Rubrics (creating & using well).
* Student research/citation best practices. Online resources/teaching with multimedia.
* How to help readers who struggle. What is H.S. or college doing? How can I adjust to help?
* Visual Reading. I’d like to see Elem. Teachers in the conversation – whatever the topic!
* Reading continued = what is seen (+ and -).

1. How did the logistics of the summit work (what did you think of locations, parking, catering, registration, email reminders, etc.)?

* It would be nice to have something non-sugary for breakfast/breaks. Other than that the logistics were well organized & participants had what they needed.
* All was great.
* Wonderful – very organized and friendly, good quality.
* Holy food! Dinner was fabulous . . . Very well run, will come back again!
* Dinner – wow! Fri. 7:30 a.m. – not so wow!
* Fine.
* OK.
* No complaints! Everything worked well.
* All was great.
* Great. Easy access, nice hotel, excellent meal, easy registration. Thanks!
* All fantastic.
* Perfect.
* Logistics worked very well; country club was beautiful and comfortable.
* Perfect – Food was good Thurs.; I liked having pre-assigned groupings.
* Very good – bit hard to hear @ 3 Crowns.
* Great.
* Move it to different cities each year?
* Great, great and great!
* Very helpful. While the longer meeting for TWW gives more time for sessions, the noon end time, meant we didn’t lose significant numbers of people to early travel home.
* Perfect!
* Very well.
* A+
* Great.
* Well, although I thought the food could be a bit better.
* It was all wonderful!
* Excellent.
* Logistics were very positive and worked well.

1. Reactions, suggestions, recommendations, or anything else you’d like meeting planners to know? (Please use the back of this sheet if you need more room.)

* Thanks! Well done; a lot of hard work has paid off; I believe email is a great starting point; we use Moodle, fyi.
* Loved the topics, loved the purpose, would love to continue the discussion with those willing to share and listen.
* Love the small group work. Probably more beneficial in my opinion than panel but that was pretty wonderful too.
* Possibly UW + CC instructors could provide course descriptions + “goals”/”competencies” of EACH course. And K-12 could bring the guiding principles of their classes.
* 1. Regarding future group communication: Blackboard site (has email, doc sharing & discussion boards). 2. I am less likely to attend live sessions, virtual or in person.
* More meetings would be great, a social media/sharing site would be awesome. Thank you so much. Excellent job. Beth Wiley rocks!
* Keep it going!
* Very impressed. Thankful for emails and updates.
* Close reading for content are teachers. A compilation of supplemental readings used in h.s. English would be nice – an electronic source to access them. Certificate of completion would help those of us who have tchg. lic. In other states.
* Do this more than once a year. Let’s continue our work together! ☺ Adobe Connect would be great – email – Blackboard. Thank you!
* Email lists are my least favorite way to keep in touch. I love the idea of a website or other repository for sharing materials.
* Get the dialogue ongoing through the digital forum.
* Thank you!
* I believe the summit goals should be applicable to elementary educators as well . . . I know elementary teachers who would have LOVED this summit, but they did not think it was applicable to them.
* Wiki or Blackboard system for sharing assignments, having discussion forums. Also Youtube Channel for classrooms videos/demos.
* I wish this was a longer conference! I don’t want to leave! Video conferences would be great.